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ABSTRACT

This report presents data from a survey of school partnerships that described the current national status of partnerships in schools, measured growth in partnerships through the 1990s, provided data on trends in partnership objectives and activities over 10 years, and related changes in partnerships to major education reform issues. Surveys were sent to 1,641 districts nationwide. Results show that over the past 10 years, partnerships have expanded significantly and are now involving community partners to address key issues such as school safety, professional development, technology, standards, and literacy. School districts are also partnering to improve graduation rates, school-to-work transition, and citizenship. The survey shows that school district partners have changed over the past 10 years. Small businesses and parent organizations are now the most prevalent of school partners, and community organizations are expanding this sponsorship greatly. School partnerships are supporting parents and families, a child's first teachers. Partnerships are responding to the changing needs of society and promoting a circle of giving among communities. Four appendixes present the technical design and methods, the survey, the measures, and the status, sponsors, and focus of partnerships. (Contains 29 charts, 6 tables, and 10 references.) (SM)

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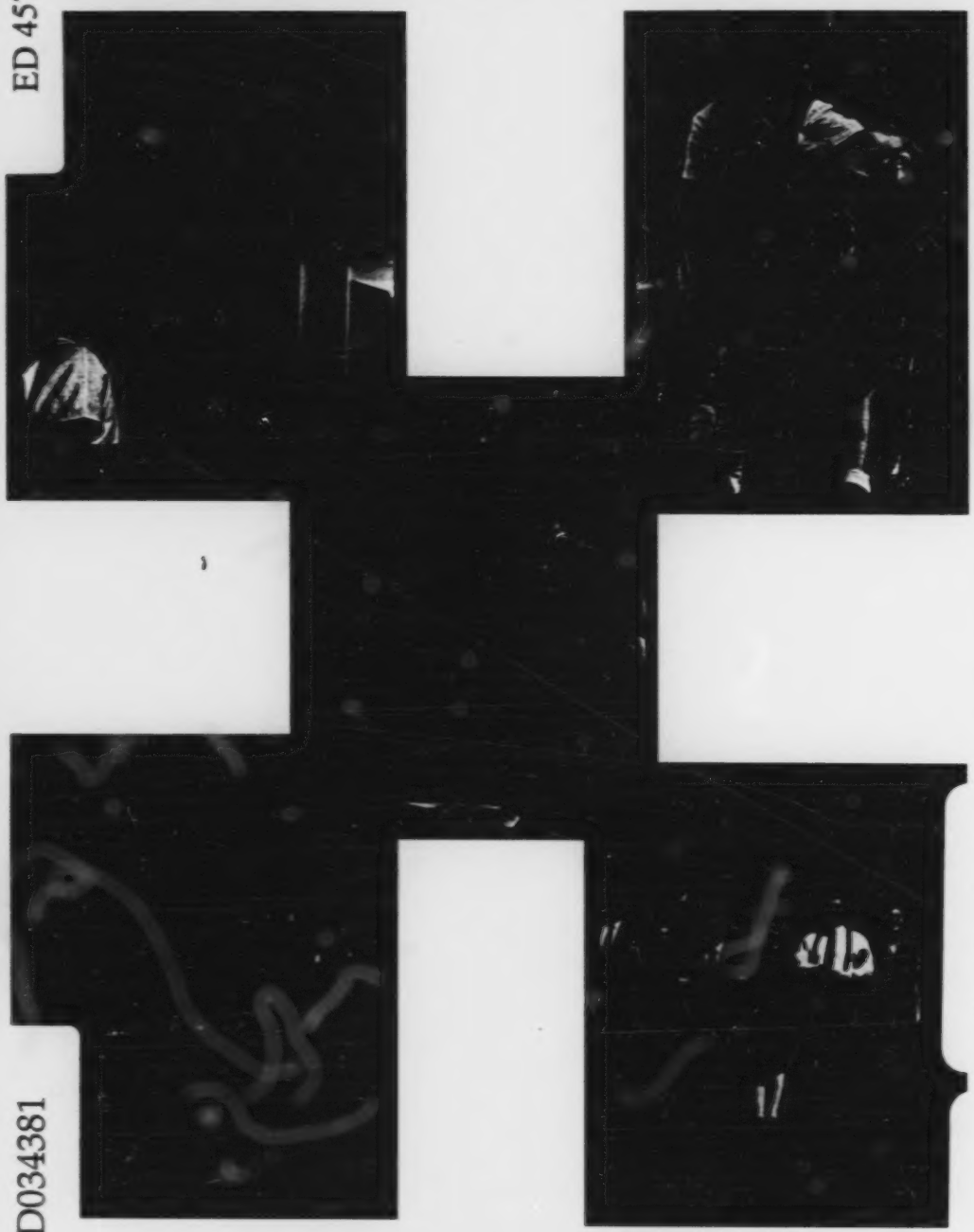

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Partnerships 2000: A Decade of Growth and Change

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Dear Colleague:

The National Association of Partners in Education is pleased to present ***Partnerships 2000: A Decade of Growth and Change***. This survey of school partnerships provides education, business, and community leaders with a detailed look at the current status of partnerships in school districts throughout America.

Ten years ago, Partners in Education conducted the first nationwide study of partnerships in school districts providing important baseline data against which have measured growth, trends, and changes in partnerships between school districts and their communities. What we have found is that partnerships have expanded significantly over the past decade.

Data collected indicate that school districts are now involving community partners to address key issues such as school safety, professional development, technology, standards, and literacy. School districts are also partnering to improve graduation rates, school-to-work transition, and citizenship.

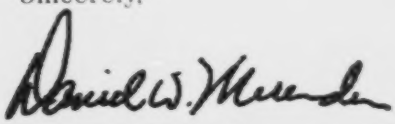
The survey also shows that school district partners have changed over the past ten years. Small businesses and parent organizations are now the most prevalent of school partners and community organizations are expanding this sponsorship greatly.

The increase in partnerships in school districts is not surprising. Our nation's schools are being asked to address a wide array of problems facing all of America's children. Educators and community leaders alike, recognize that no single institution can successfully address these problems and that, if we are to succeed, we must work together.

Partnerships do not just happen, they evolve over time and require attention. Perhaps that is why the survey shows that more school districts are now engaging the assistance of professionals to lead and manage the partnership effort. The National Association of Partners in Education stands ready to help those who seek to use partnership as a strategy for student success by providing research, training, and materials, as well as access to a nationwide network of partnership professionals.

I want to thank those superintendents who took time to help us with this survey. It is their leadership and dedication that not only made this study possible but also, more importantly, enabled the growth in educational partnerships.

Sincerely,



Daniel W. Merenda
President and CEO
National Association of Partners in Education

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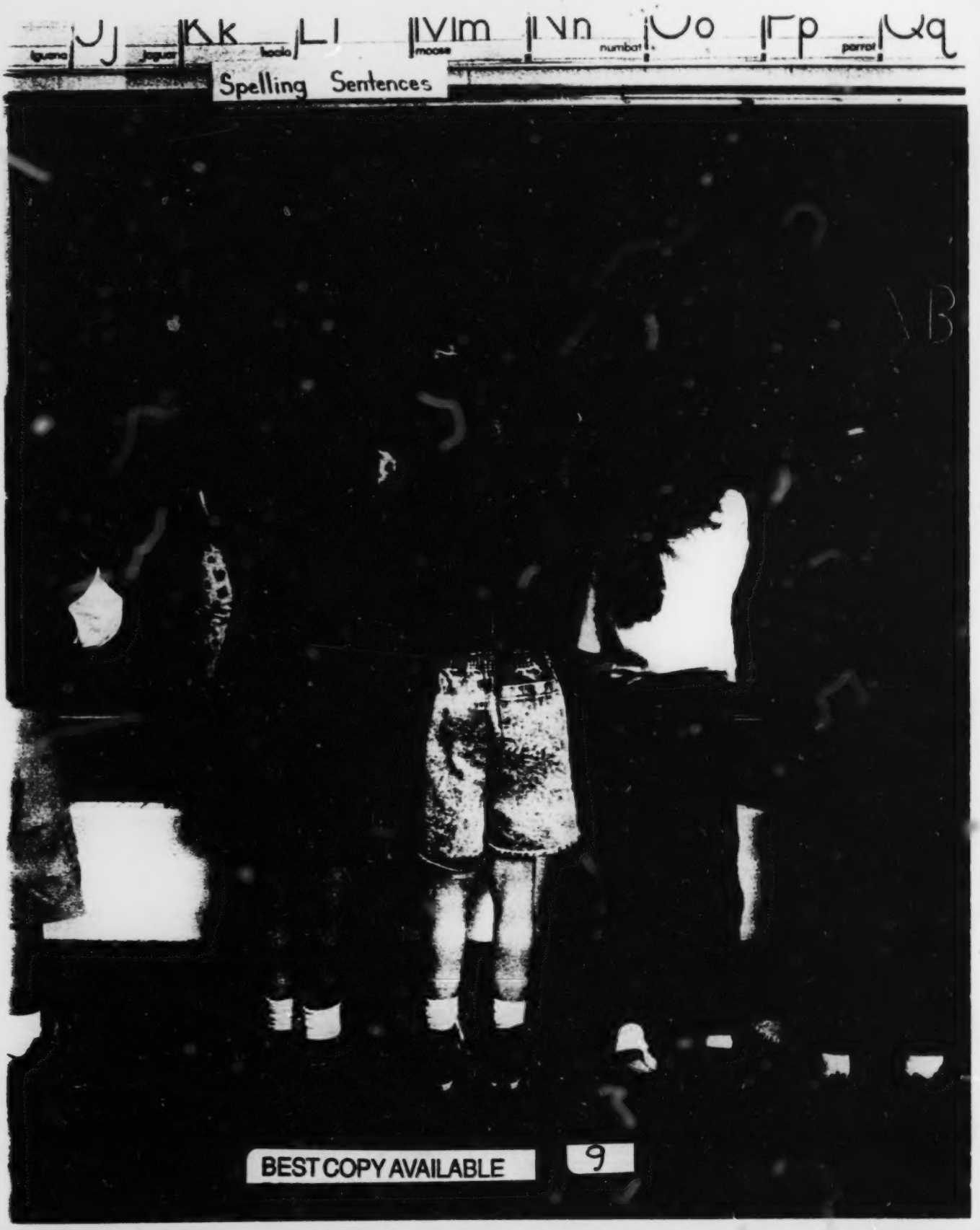
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MISSION: *PARTNERS IN EDUCATION provides leadership in the formation and growth of effective partnerships that ensure success for all students.*

DEFINITION: *PARTNERS IN EDUCATION defines partnerships as mutually supportive arrangements between schools or school districts and individual volunteers, businesses, government agencies, or community organizations. Partnerships often include written contracts in which partners commit themselves to specific objectives and activities intended to benefit students.*

PARTNERS IN EDUCATION provides vital leadership to thousands of educators, parents, community, business, and political leaders. As the premier national organization devoted to expanding educational partnerships in America's schools, PARTNERS IN EDUCATION has continued steadfastly for 30 years in its mission to provide leadership in the formation and growth of effective partnerships that ensure success for all students. PARTNERS IN EDUCATION achieves its mission by:

- Increasing the number, quality, and scope of effective partnerships benefiting students and their schools;
- Increasing resources for the formation and support of effective partnerships; and
- Increasing awareness of the importance of partnerships for promoting student success.

To foster links among education, business, and community, PARTNERS IN EDUCATION focuses on three core competencies:

- Partnership training and technical assistance for state and local leadership;
- Research and development of exemplary partnership materials and tools; and
- A unique national network of partnership leaders

PARTNERS IN EDUCATION accomplishes these goals primarily through the education and training of state and local leadership. Since 1988, PARTNERS IN EDUCATION has trained more than 75,000 people since 1988, when the National School Volunteer Program (NSVP) and the National Symposium on Partnerships in Education merged to form the National Association of PARTNERS IN EDUCATION. Trainees have learned all aspects of partnership development and management, including key issues such as collaborative leadership, parent involvement, service-learning, school-to-career transition, and business-education partnerships. PARTNERS IN EDUCATION's trained leaders develop, implement, and sustain successful partnerships in schools, communities, and businesses throughout the United States.

PARTNERS IN EDUCATION: Mission

The greatest strength of PARTNERS IN EDUCATION is its grassroots leadership. 7,500 local member programs link schools, businesses, and community groups throughout the country. Members play significant roles in improving educational services to children and their families by connecting schools to corporate, education, volunteer, government, and civic leaders.

PARTNERS IN EDUCATION keeps children at the center by focusing on the central role that partnerships play in children's well-being. PARTNERS IN EDUCATION builds collaborative leadership for education reform; strengthens state and local leadership; focuses leadership for change; and measures and shares the progress of partnerships in contributing to the success of students.

PARTNERS IN EDUCATION is a 501(c)(3) nonprofit organization, headquartered in Alexandria, Virginia, serving the nation and beyond.

Partnerships 2000: Survey Goals and Methods

Partnerships 2000: A Decade of Growth and Change was made possible through a grant from the U.S. Department of Education. It examines school partnerships in a decade during which education topped America's national agenda. This survey of school partnerships provides a "next chapter" to the baseline data collected in the 1990 National School District Partnership Survey. In ***Partnerships 2000***, current and future partners can find data on the status of partnerships in America's schools, and measure the growth and change in partnerships over the past ten years.

The 1990 National School District Partnership Survey formed the first extensive knowledge base of school partnerships. Building on that knowledge, ***Partnership 2000*** was designed to:

- Describe the current national status of partnerships in schools, as defined by Partners in Education;
- Measure the growth of partnerships through the 1990s;
- Provide data on the trends in partnership objectives and activities over the last ten years; and
- Relate the changes in partnerships to major education reform issues.

In both 1990 and 2000, the surveys were divided into three parts: the current status of partnerships; the sponsors involved in the partnerships; and the focus of partnerships in terms of their objectives and activities. Both the 1990 and 2000 surveys were mailed to a 10% random sample of school districts selected from all of the nation's local school districts (or local education agencies).

Because Partnerships 2000 was directed to show the growth and change in the partnership movement, the 1990 study and its methods under-girded the analyses. As such, in 2000 as in 1990, districts were calculated as a percentage of all districts in the United States. However, the sponsors and the focus of partnerships were calculated as a percentage of "partnering districts" (districts with partnerships), not all districts in the United States. For the 2000 survey, data were collected from July through December 2000.

Since the 2000 questionnaire was designed to capture the changes in school partnerships during the 1990s, all questions from the 1990 survey were retained. Some new language updated old items, and several new items were added to reflect the education landscape in 2000.

Surveys were sent to 1,641 districts. Superintendents or their designees were asked to list their partners and describe the objectives, activities, and beneficiaries of their partnerships. Facsimile reminders encouraged returns. Non-respondents received a second survey and two additional facsimile reminders. As of January 2001, 556 valid responses formed the basis of the ***Partnerships 2000*** analysis.

Partnerships: A Reform Strategy for the 21st Century

School partnerships have expanded significantly in the last decade. The ***Partnerships 2000*** survey shows that schools in 69% of districts nationwide engaged in partnership activities compared with 51% in 1990. To better understand what this means at the school level, consider the following:

- Over 35 million students benefit from school partnerships today, 5.3 million more than in 1990.
- Almost 3.4 million volunteers serve in America's school partnerships, roughly one for every 14 children in our schools.
- Volunteers log approximately 109 million hours of work in and out of schools, roughly equivalent to 52,000 full-time staff.
- Considering the combined value of human, financial, and in-kind resources, partnerships are worth an estimated $2.4 billion to America's schools.

Key Survey Highlights

For educators and supporters of public education at the local, state, and national level, ***Partnerships 2000*** offers some important insights into the way partnerships are addressing the needs of many American school districts:

Necessity is the mother of invention

America's schools are being asked to do much more, and the resources are coming up short. Parents, local businesses, community groups, and others are coming together to form local partnerships designed to meet local needs.

School partnerships support the nation's education goals

Partnerships continue to focus on the major areas of education reform. In the last decade, school partnerships have fully supported student achievement, technology, school-to-work, school readiness, family literacy, community involvement, school safety, professional development, and systemic change.

School partnerships have grown beyond parent groups

In 1990, parent partnerships were the most prevalent. In 2000, small business partnerships became as widespread and those with community organizations increased considerably. The large growth in business and community partnerships supports the growing sentiment that all sectors of a community have a stake in education.

Partnerships do not just happen

Because more school districts want to build strong partnerships with local community groups and businesses, the need for trained partnership directors has grown. Partnering school districts see the value of having a trained, dedicated partnership director who can develop and manage local partnerships. In 2000, 40% of partnering districts had a specialized partnership director on staff; the hours they worked and the salaries they earned both varied greatly among directors.

School partnerships are helping communities bridge the digital divide

The rapid growth of technology and the complexities of today's information-based economy paralleled an increase in school partnerships that support technology training and its use in the classroom. Three-quarters of the nation's partnering districts now focus some of their partnerships on technology; in 1990, fewer than half did.

Rural communities are uniquely challenged when organizing school partnerships

Rural communities, despite the fact that they are also dealing with complex education issues, have fewer school partnerships than their urban and suburban counterparts. Distance, poverty, small populations, and a lack of concentrated businesses, all contribute to this deficit.

School partnerships are increasingly focused on professional development for teachers and other staff

The drastic changes in the global economy and the soaring rate of public school enrollment have contributed to a nationwide teacher shortage. School districts, struggling to find, train, and retain excellent teachers, are now using local partnerships to help ease this crisis. In 2000, 62% of partnering districts collaborated with partners to strengthen and improve teaching and staff development in their schools. This is a dramatic increase from 1990 when only 34% of urban and suburban districts and 8% of rural districts partnered to support professional development.

School partnerships help students see and experience their future

Local businesses and community groups are uniquely qualified to help students learn more about life in the professional world. In 82% of partnering districts, schools worked with their partners to promote career awareness. These activities included tours and field trips (77%), job shadowing (76%), work-based learning (66%), and mentoring (75%).

School partnerships help extend the path of learning

Today's economy makes a post-secondary education a necessity for most students. School partnerships can help students see the crucial connection between a K-12 and post-secondary education. In the last decade, school partnerships with universities and community colleges increased dramatically. In 1990, only 6% and 17% of partnering school districts collaborated with two and four-year colleges (respectively). Those numbers increased to 47% and 45% in 2000. Schools today also partner to increase college awareness (62%), promote college attendance (48%), and provide scholarships (70%).

School partnerships support parents and families, a child's first and most important teachers

In the last decade, demands on American family life have changed dramatically. School partnerships have responded to those changes, especially in urban communities. In 2000, schools in partnering districts collaborated to help parents enhance their parenting skills (72%), increase family literacy (59%), and offer social services support (58%).

School partnerships respond to the changing needs of our society

Partnerships help schools promote learning and development for students at all ages. The 2000 survey shows that partnerships are increasingly being used to support preschool education (37% of partnering districts) and special education (62%) in the public schools. Increased partnership activities in these two areas likely reflect the impact of recent research on the brain development of small children and the passage of the 1991 Individuals with Disabilities Education Act (IDEA).

School partnerships promote a circle of giving among communities

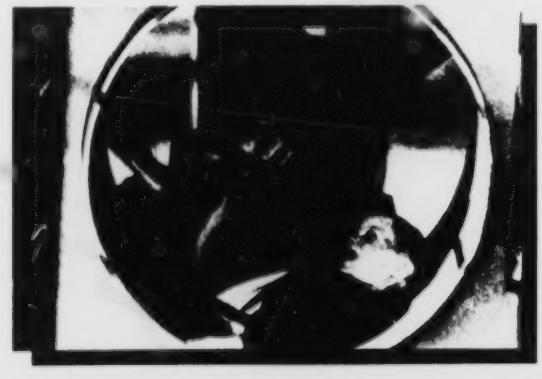
School partnerships do more than bring much-needed goods and services into schools and communities; they teach students about citizenship and the value of "giving back" to their communities. In 2000, 78% of partnering districts collaborated on increasing citizenship skills, 70% on volunteerism and service learning.

Drugs and safety are every district's problem

In the past decade, the proportion of school districts working with others on substance abuse prevention more than doubled. In 2000, 72% of partnering districts collaborated on substance abuse prevention; in 1990 30% did. Increases are shown for all districts, suburban, urban, and rural. School violence, a new area measured in 2000, is also a focus of school partnerships, with 66% of partnering districts collaborating on violence prevention.

Partnerships help schools and communities make the most of the after school hours

In the last ten years, an overwhelming body of research has shown the value of quality after school programs. Unfortunately for most families and communities, keeping children engaged in safe, educational activities after school has become a major challenge. In 2000, more than half of partnering districts collaborated with partners to help ease this burden and provide after school care for students.



In 1983, the National Commission on Excellence in Education portrayed America as *A Nation at Risk*. Their seminal report identified a serious breech between the requirements of the American workforce and the graduates of American schools. America was becoming a part of a global economy that increasingly focused on information and technology. To maintain a competitive edge in a rapidly changing world, our nation needed a highly skilled, well-educated workforce. According to *A Nation at Risk*, the graduates of America's public schools were not making the grade.

The National Commission voiced these concerns to the nation's leaders in government, education, and business. In response, these groups began to work together to safeguard America's intellectual future. The business community helped education leaders define the workforce skills required to grow and sustain the new economy. At that historic moment, the convergence of business and education created an environment ripe for education reform.

In 1989, the nation's governors convened to respond to the challenges outlined in *A Nation at Risk*. Their work resulted in Goals 2000, a set of national education goals that aimed to define America's collective vision for education. These broadly stated goals advocated higher education standards for all children, but enabled States and their schools to create their own standards and methods of assessment.

Standards-based reform aims to improve academic achievement nationwide by:

- Establishing high academic standards that all students are expected to meet;
- Enacting policies that are designed to help all students achieve those standards; and
- Providing local schools with the flexibility they need to help their students achieve the standards in exchange for increased accountability for their success.

(Source: *Improving the Odds: A Report on Title I* from the National Assessment of Title I Independent Review Panel, January 2001)

Throughout the 1990s, the standards-based reform movement gained support at the national, state, and local levels. Today, 49 states have adopted academic standards. With this increased focus on standards and student achievement, the U.S. Department of Education and Congress began looking at more effective ways to close the persistent achievement gap between students in wealthy and poor communities.

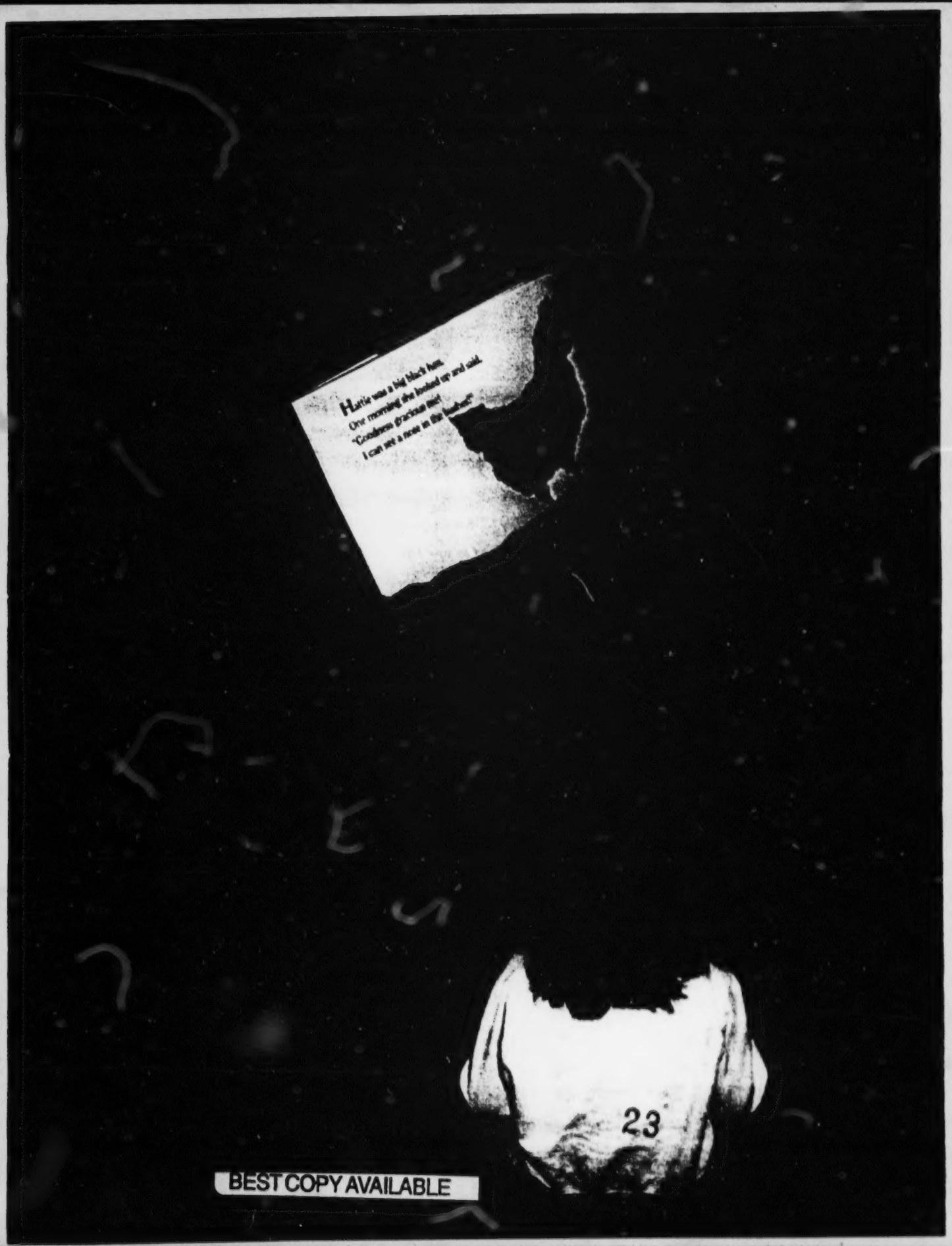
To help schools and communities, especially those with high concentrations of poor children, meet higher education standards, Congress and the U.S. Department of Education in 1997 developed the Comprehensive School Reform Demonstration (CSRD) program. The CSRD program was designed to give schools more flexible funding to adopt research-based models that focused on improving the *whole* school, not just specific students or subject areas. CSRD grants created a wave of interest among schools and districts, all seeking to improve teaching and learning and meet higher education standards. The grants allowed schools to choose among a new and wider range of research-based models, many of which provided both strategies and technical assistance for school improvement and student achievement.

As the nation increased its focus on new education reform strategies, more and more communities began to realize the pressing needs and challenges of public schools. School systems were being asked to aim higher academically and do more for students and families, but many lacked the resources (financial, human, and administrative) needed to accomplish these ambitious goals.

In light of this situation, partnerships emerged as a powerful strategy for strengthening and improving schools. For many communities, meeting higher education standards is often dependent on finding more resources to apply to the task. Building on the interconnectedness of schools and communities, partnerships help schools find and use local resources to meet their education goals. Through partnerships with local universities and colleges, schools are providing much-needed training and professional development to teachers. Through partnerships with small and large businesses, schools are learning how to better leverage their human and financial resources. Through successful collaborations with community agencies, schools are blending resources and offering a continuum of comprehensive and preventive services.

Partnerships 2000 continues the story that began with the 1990 study. Nationwide, partnerships are providing resources for schools and building capacity in the areas they need most. As an organization, PARTNERS IN EDUCATION has made great strides in helping local communities develop and maintain effective partnerships, but much more remains to be done.

If you would like more information on PARTNERS IN EDUCATION, call us at 703-836-4880 or visit our web site at www.partnersineducation.org



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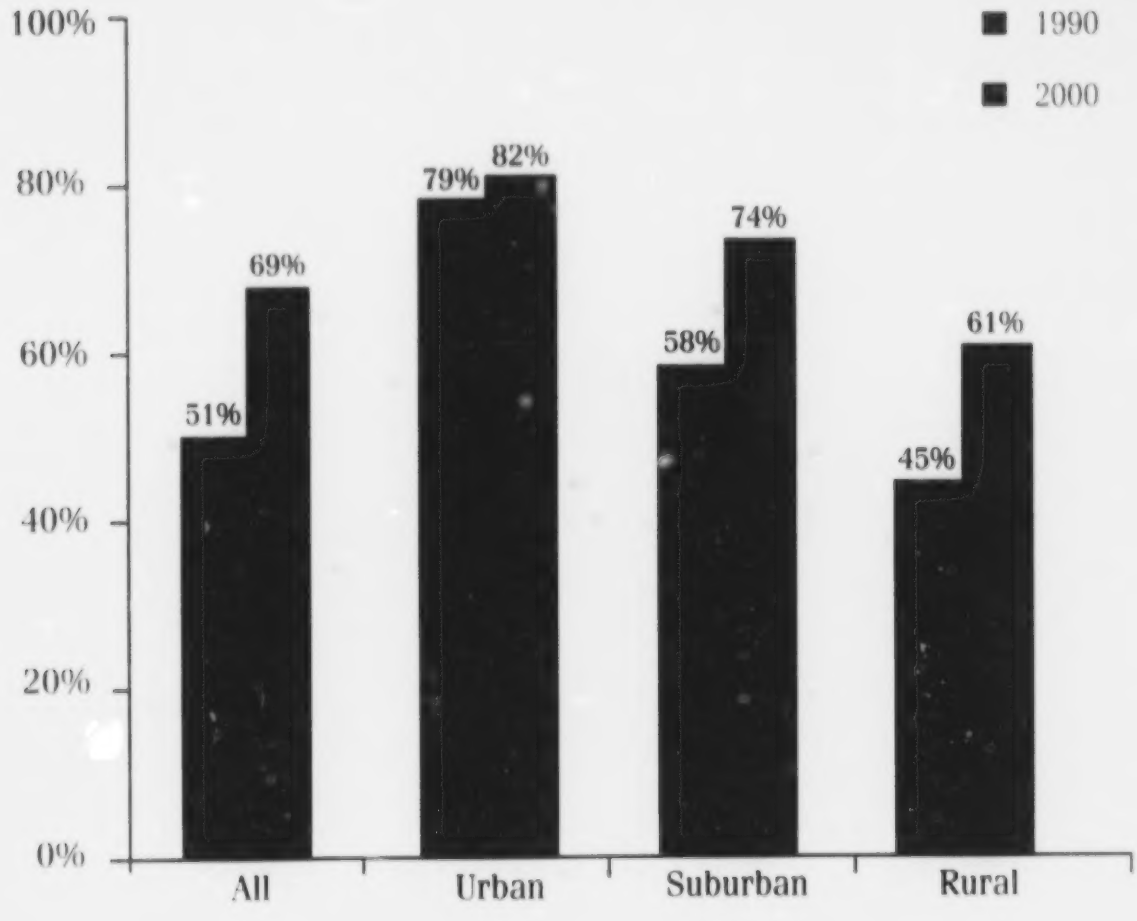
Today, schools in 69% of districts nationwide engage in partnership activities, compared to 51% in 1990. Over 35 million students benefit from these partnerships. Fully 3.4 million volunteers serve in America's school partnerships, roughly one for every 14 children in our schools. These volunteers put in approximately 109 million hours, roughly equivalent to 52,000 full-time staff. Taking into consideration the combined value of human, financial, and in-kind resources, partnerships are valued at more than $2.4 billion dollars for America's schools.

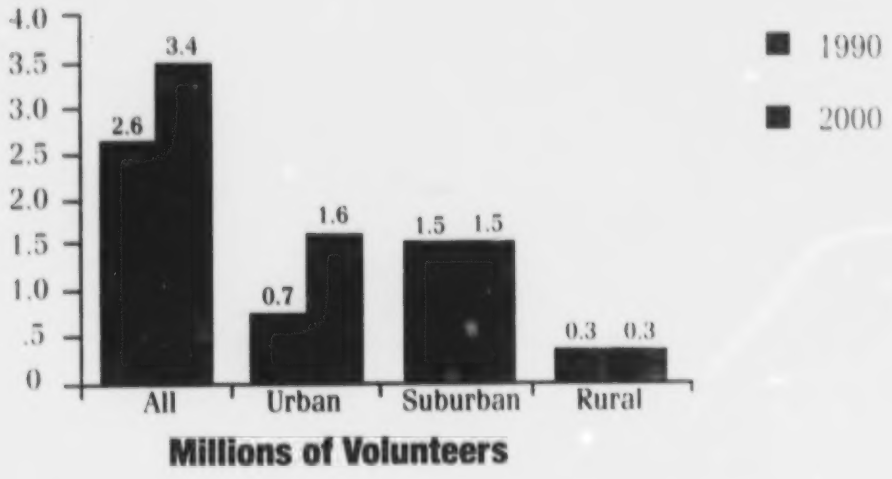
CHART 1A



Expansion of Partnerships

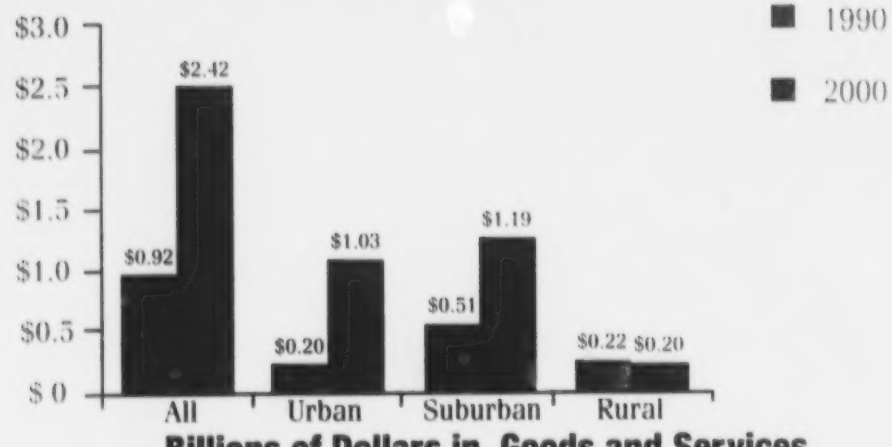
Nationwide, over one-third more districts formed partnerships in the last decade.

CHART 1B



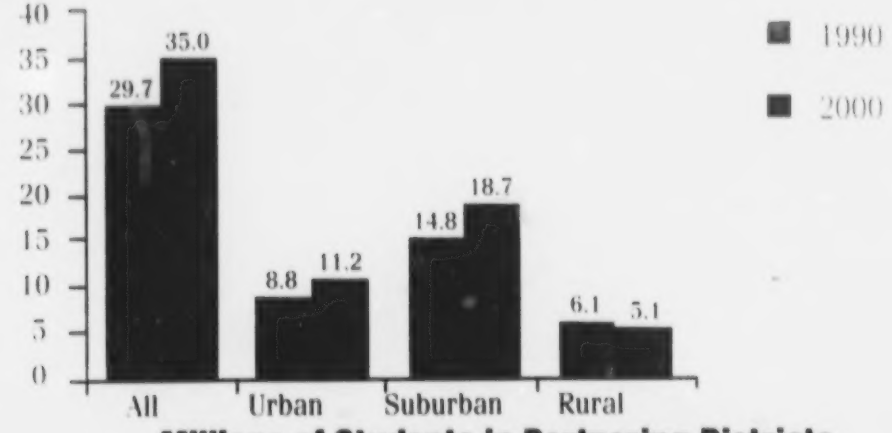
Millions of Volunteers

CHART 1C



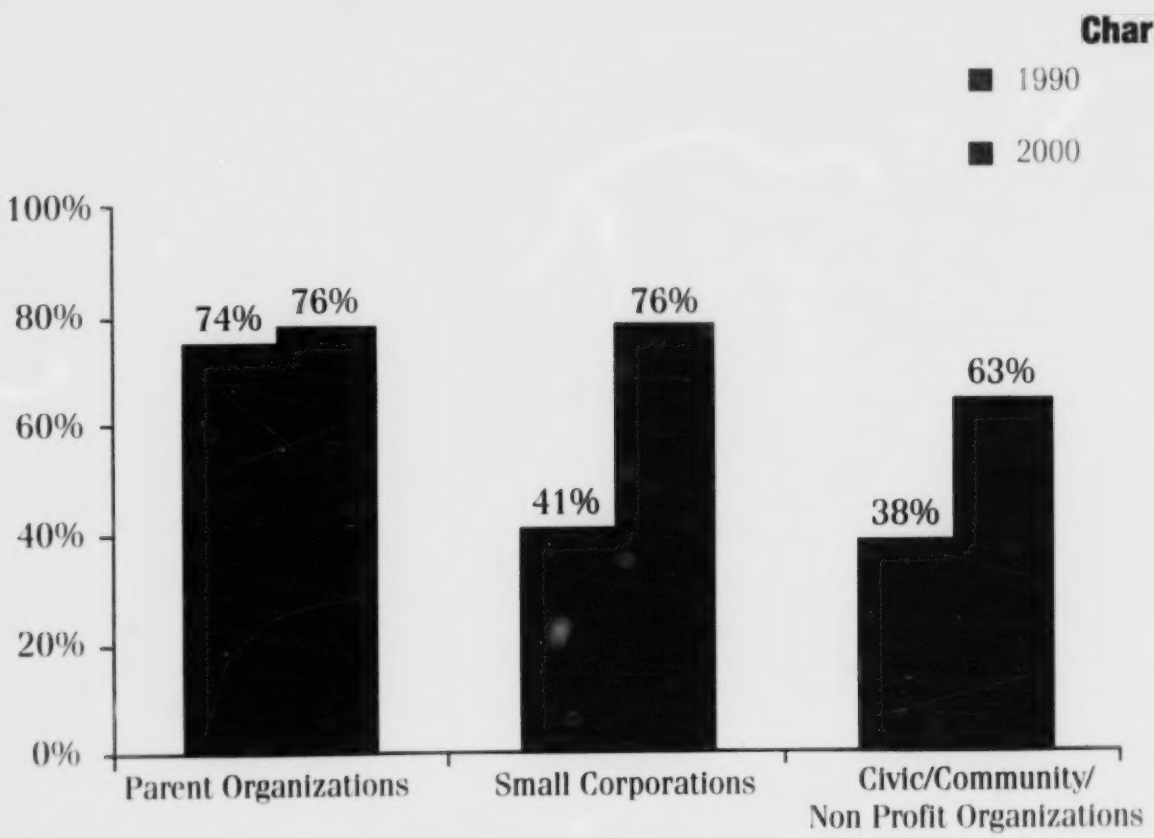
Billions of Dollars in Goods and Services

CHART 1D



Millions of Students in Partnering Districts

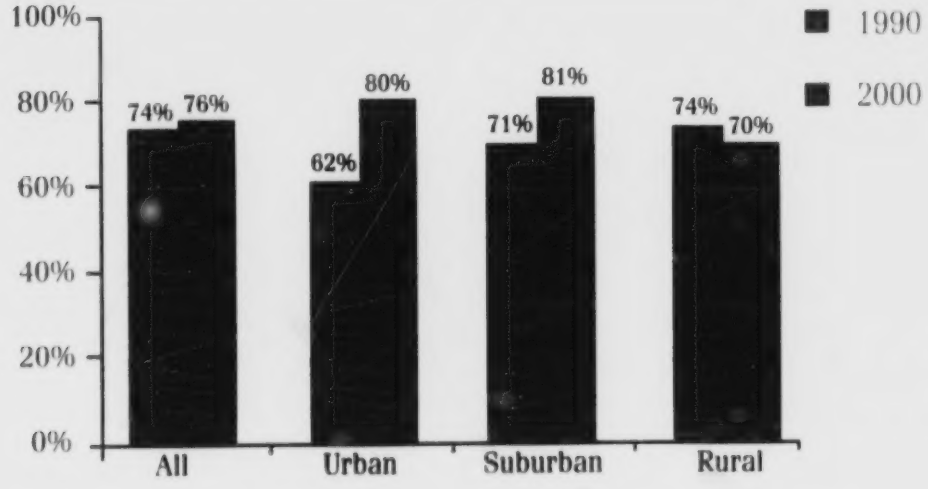
Chart 2



A New Generation of Partners 1990 - 2000

While partnerships have grown between 1990 and 2000, school partners have changed. Among partnering districts, parent organizations remain the most prominent partners of the past decade, but small businesses have closed the gap. Community organizations have expanded enormously, but still rank behind parents and small businesses.

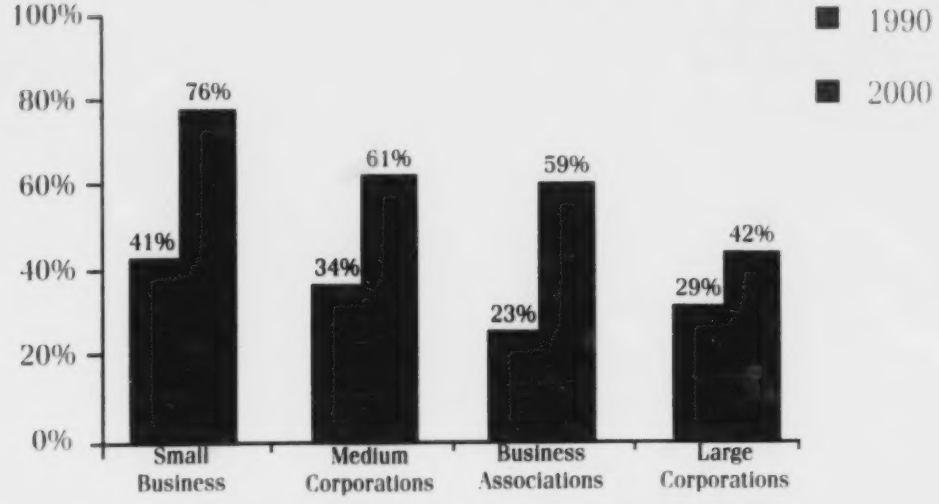
Chart 3



Parent Organizations 1990 – 2000

Parent organizations collaborated with schools in 76% of the partnering districts in 2000, roughly equivalent to the 74% in 1990. Partnerships with parent organizations increased in urban and suburban districts, but declined in rural areas.

Chart 4



Businesses Large & Small 1990 - 2000

Partnerships with all kinds of businesses have grown significantly. Small businesses are rapidly catching up to parent organizations as schools' preeminent partners, but partnerships with mid-size businesses, large corporations, and business associations also grew considerably since 1990.

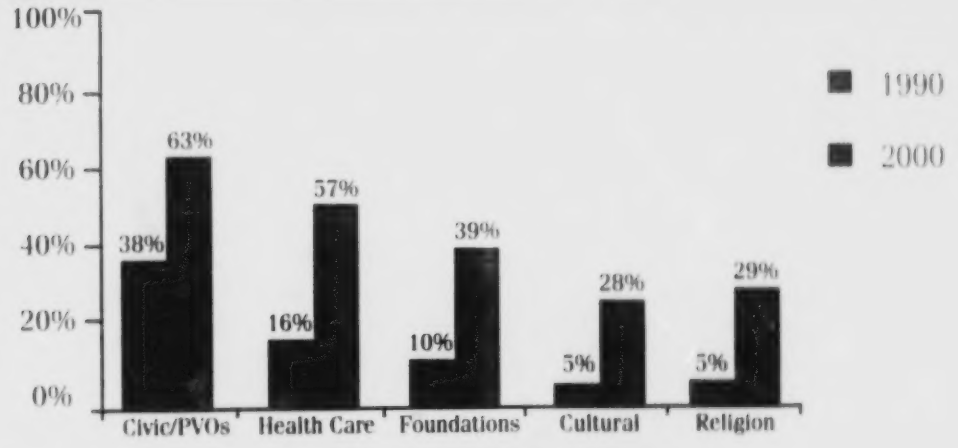


Chart 5

Community Partners 1990 - 2000

Partnerships with community organizations have expanded exponentially. Many more districts are collaborating in 2000 with government agencies, teachers unions, civic groups, health care organizations, foundations, museums/cultural institutions, and religious organizations.

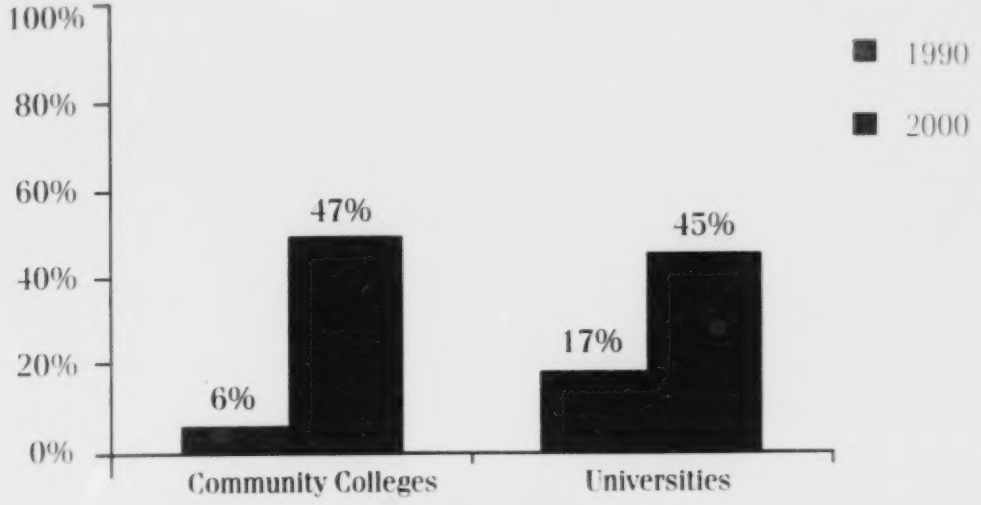
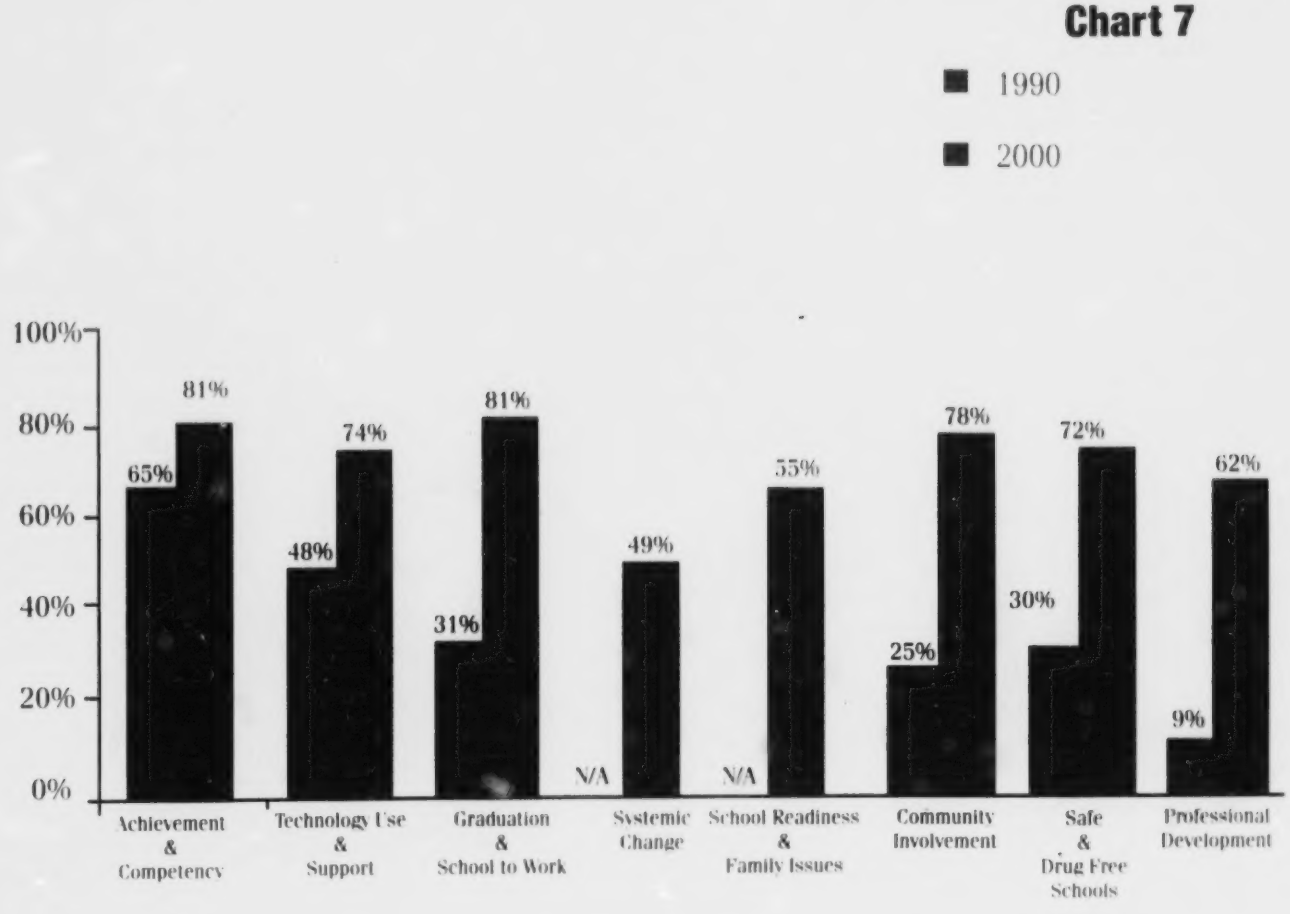


Chart 6

Higher Education Partners

Partnerships with universities and community colleges are developing independently, as well as with programmatic support from the federal government. Two and four-year colleges partnered with schools in only 6% and 17% of partnering districts in 1990, but those numbers increased to 47% and 45% in 2000.

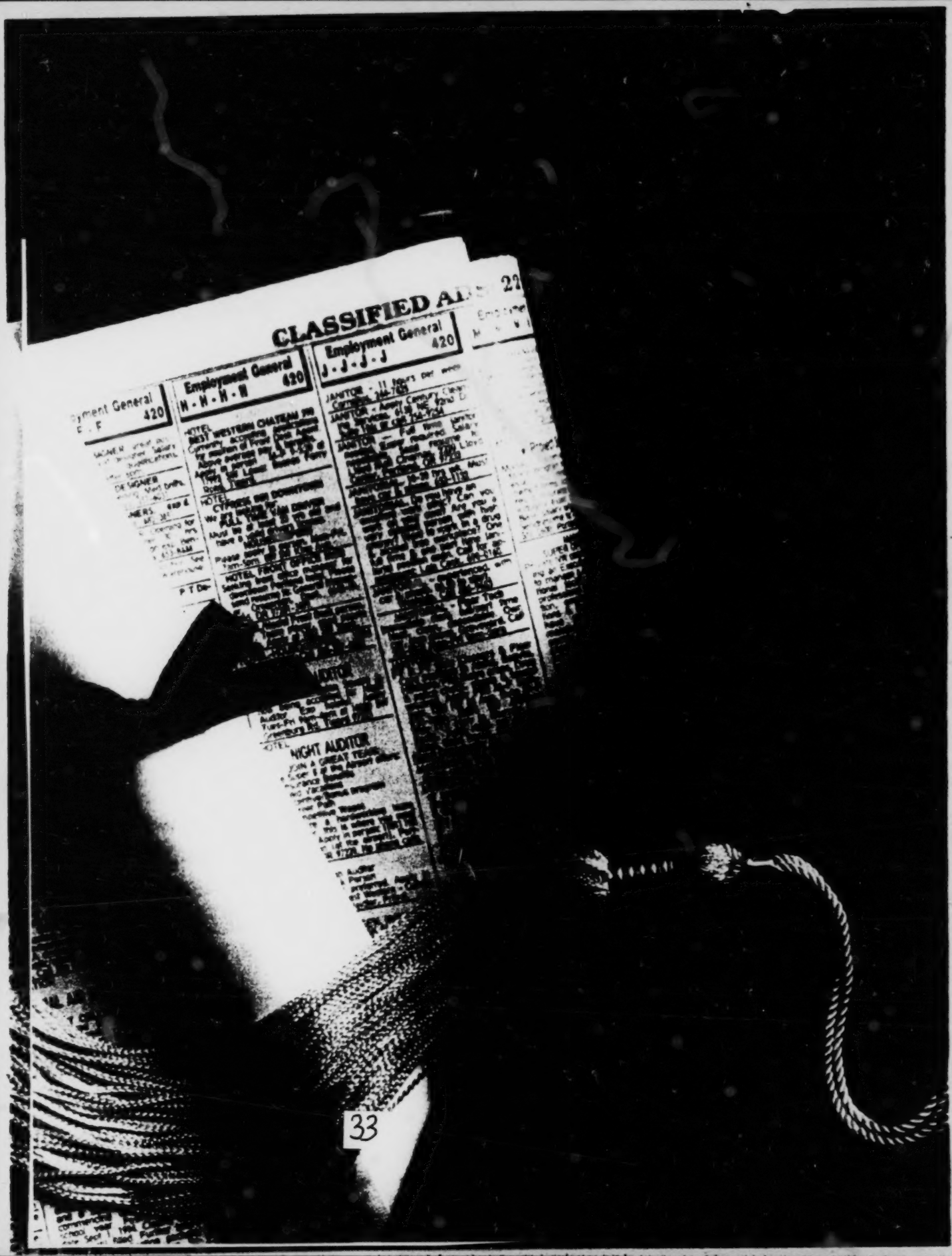
Chart 7



Partnerships Support Student Achievement in 8 Key Areas

Partnerships in the 1990s focused on the decade's major education reform issues

Partnerships 2000 shows that school partnerships in the last decade shared a common focus with the nation's education goals. According to the survey, the objectives of most partnerships, and the activities that characterize them, aim to build student competencies through eight major areas of activity that either directly or indirectly impact student academic achievement. The first four major areas of activity relate to building student competencies that have direct impact on student achievement of academic standards and acquiring technology, reading, and literacy skills. Data on these four activity areas are reported in ***Section II: Academic Impact***. The next three areas of activity relate to ensuring the mental, physical, and social well-being of students and have been shown to be indirectly related to the academic and personal success of students. Data on these three areas of partnership activity are reported in ***Section III: Health and Well-Being***. The final area of activity relates to issues that result in changes in the learning environment and likewise indirectly impact student opportunities for academic success. These data are reported in ***Section IV: Professional Development***.


CLASSIFIED
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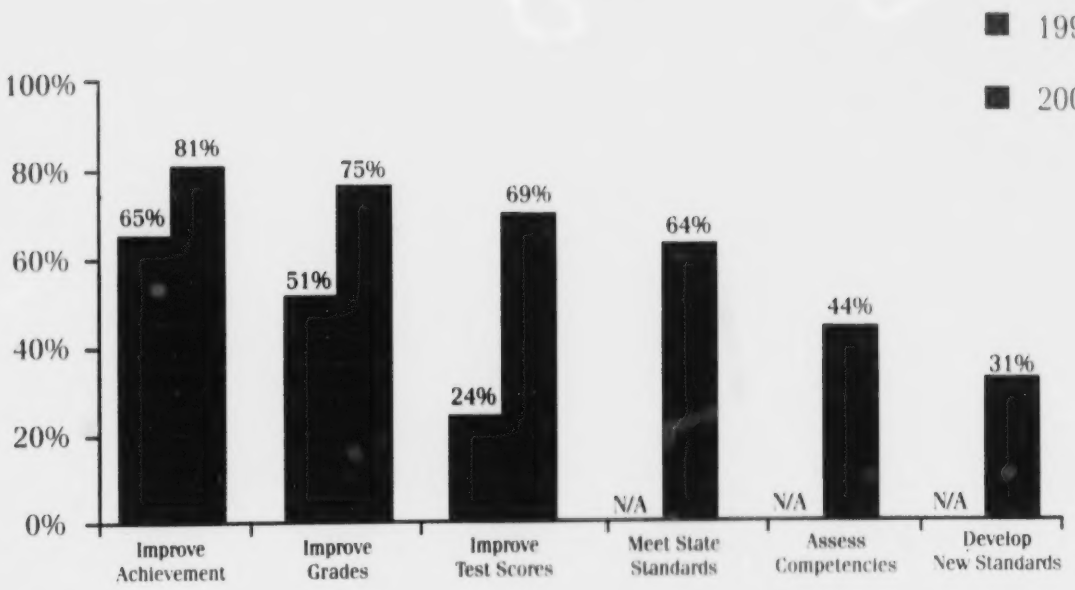
Employment General
J - J - J - J 420
NIGHT AUDITOR
33

Partnerships 2000 *shows that many school partnerships in the last decade aim to enhance academic achievement, enrich the curriculum and learning environment, increase access to technology, and keep students in school through graduation and, often, beyond.*

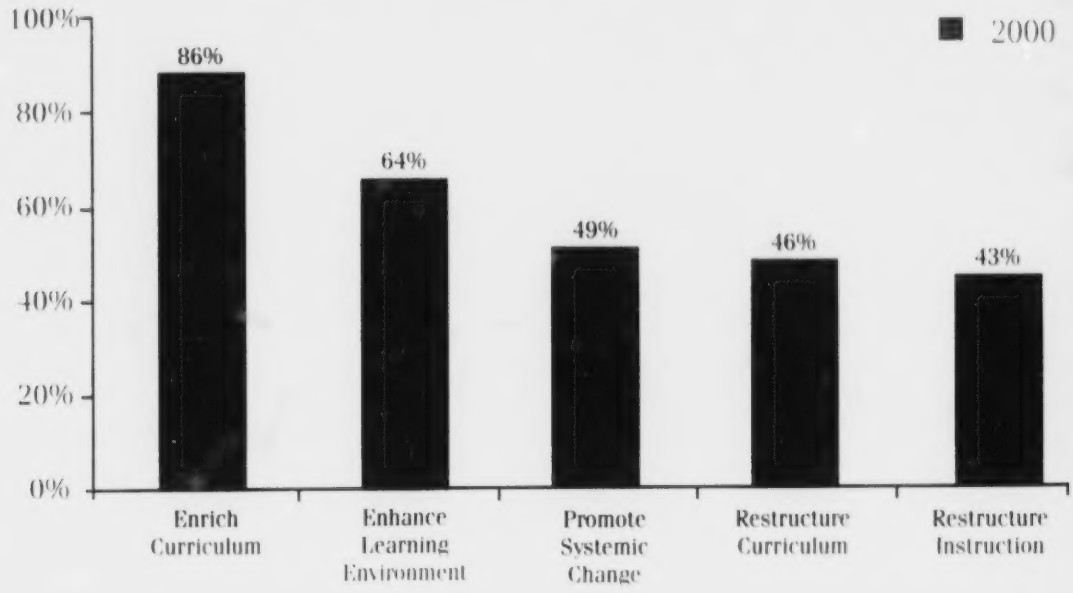
Chart 8



Standards-Based Goals 1990-2000

Schools continue to use partnerships to help meet standards-based education goals. In 2000, schools in 81% of partnering districts focused partnership activities on improving achievement, compared to 65% in 1990. With increased attention on student gains, schools in 75% of partnering districts sought to improve grades, compared to 51% in 1990. And as expected in today's test-driven environment, schools in 69% of partnering districts focused on improving test scores in 2000, compared to only 24% in 1990.

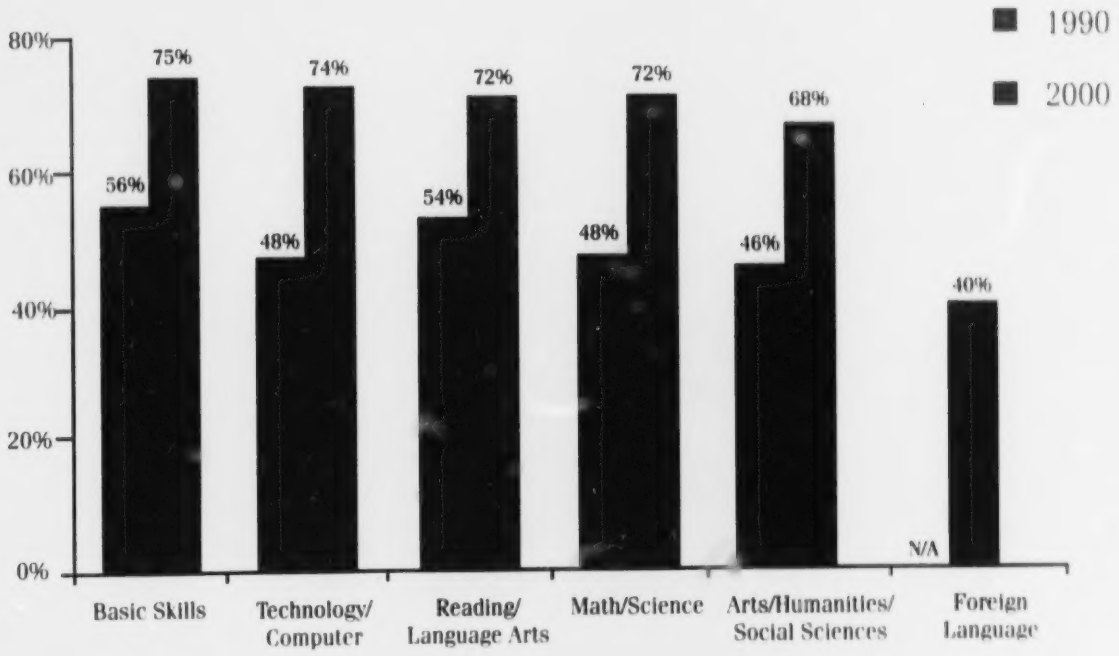
Chart 9



Comprehensive Reform Objectives 2000

Comprehensive school reform (CSR) is a newly emerging objective of district reform and, consequently, an item added to the survey in 2000. In support of comprehensive school reform activities, schools in 86% of partnering districts are using partnerships to help enrich curriculum. Other CSR objectives for schools in partnering districts included: enhancing learning environments (64%); promoting systemic change (49%); and restructuring instructional practices (43%).

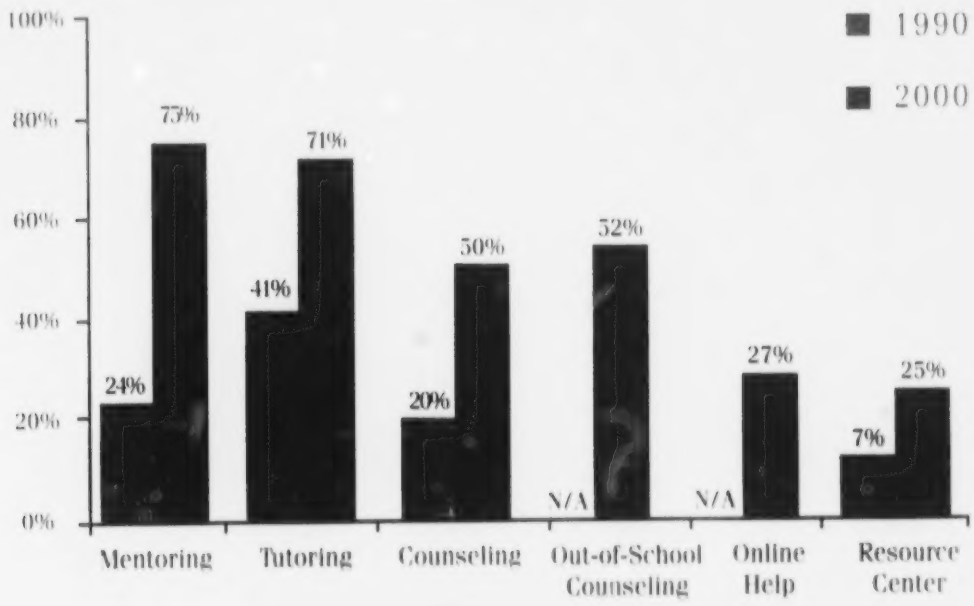
Chart 10



Achievement and Competency 1990 - 2000

In support of reform efforts such as standards and CSR, schools continue to focus on basic skills and other competency areas. By 2000, schools in almost three-quarters of partnering districts collaborated on basic skills and other competency areas: 72% on math and science, 72% on reading and language arts, 68% on arts, humanities, and social sciences. Despite globalization, only 40% of partnering districts worked with others to offer foreign language instruction.

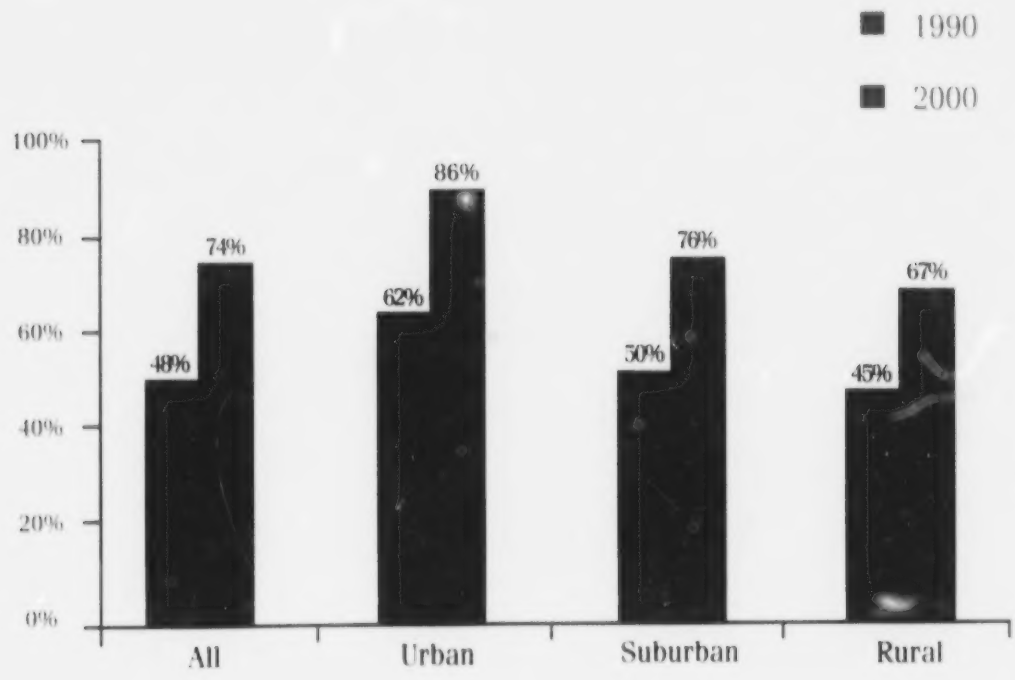
Chart 11



Academic Support 1990 - 2000

Many children require support outside the traditional classroom. For some, this may mean additional tutoring, for others, remedial classes. Still, others may require placement in special programs or an alternative setting. In 2000, schools often partnered with others to provide these kinds of additional/alternative academic support for students. Tutoring and mentoring were big growth areas in 2000, with schools in about 71% of partnering districts providing tutoring for students; and schools in 75% providing mentoring. In 2000, schools also partnered to provide counseling, after-school programs, on-line help, and resource centers.

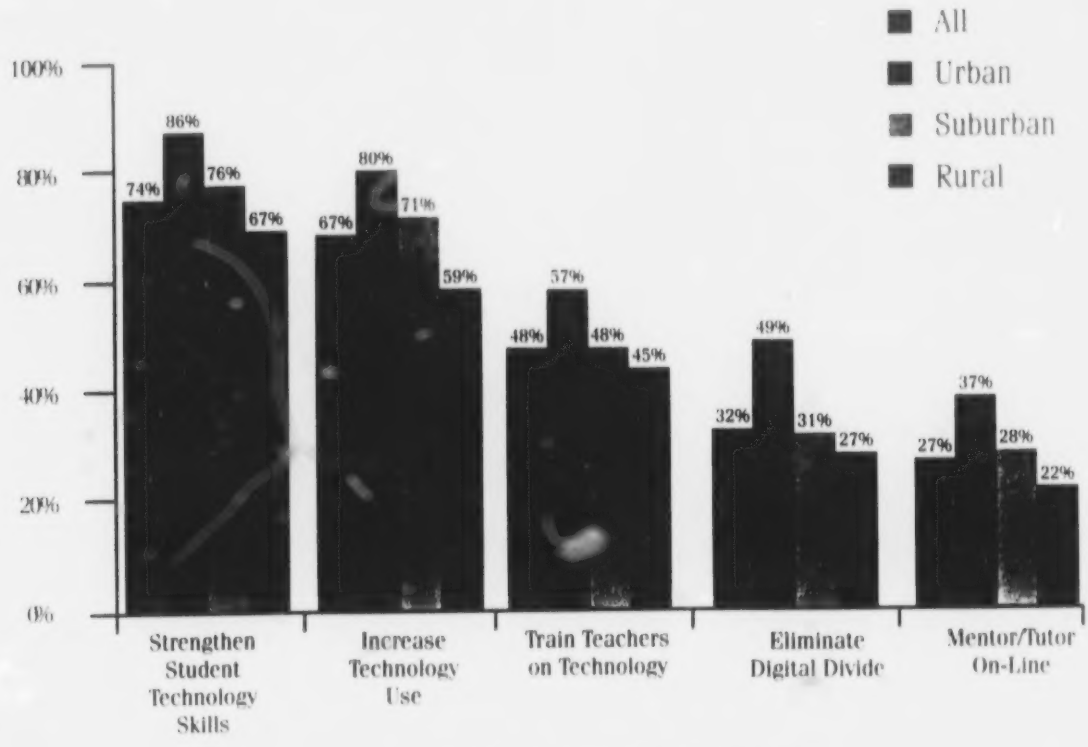
Chart 12



Technology Partnerships 1990 – 2000

In addition to traditional academic areas, schools in 74% of partnering districts focused on the most contemporary basic skills — technology and computer use. Technology, in fact, became one of the major growth areas for supporting student achievement. In 1990, schools in fewer than half the partnering districts collaborated with others on objectives and activities related to technology. In 2000, schools in almost three-quarters of the partnering districts did.

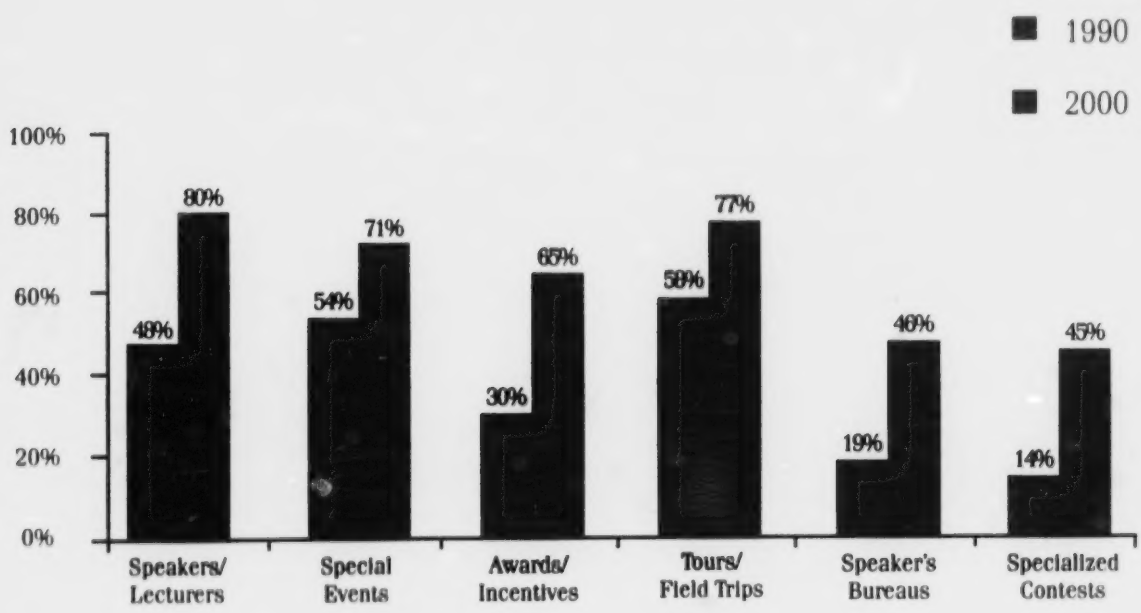
Chart 13



Technology Goals 2000

Technology partnerships focused on training for both students and teachers, eliminating the digital divide, and mentoring and tutoring on-line. Urban schools partnered far more often with businesses and other community groups to provide hardware, software, curriculum development, and other forms of technology support.

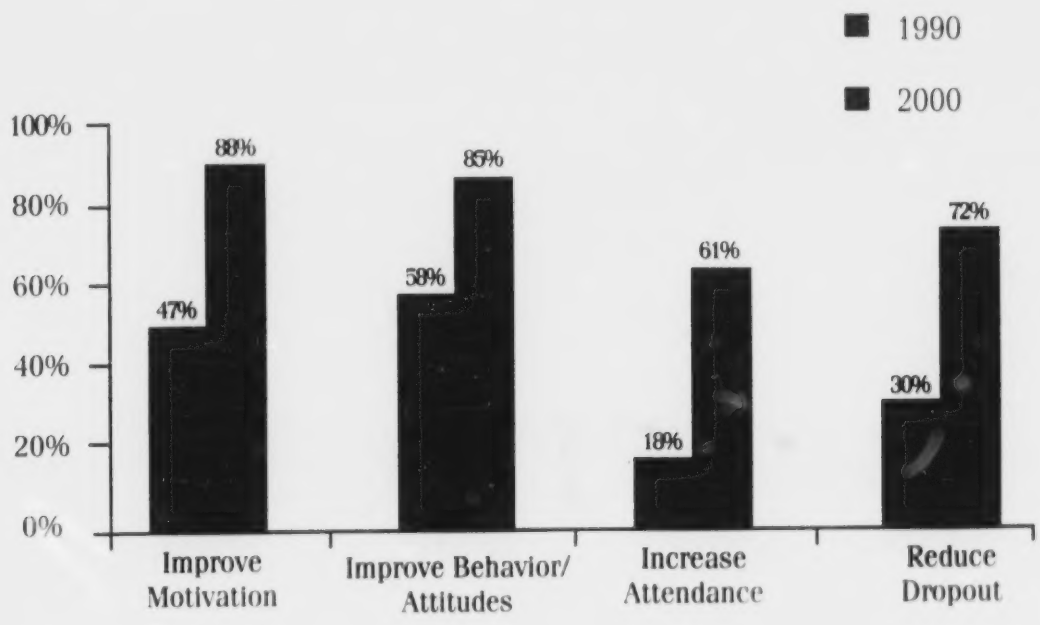
Chart 14



Social and Emotional Support 1990 – 2000

In 2000, schools in partnering districts collaborated to provide activities that focused on motivating students emotionally and socially, as well as academically. In 80% of partnering districts, schools invited speakers and lecturers; in 71%, schools held special events or assemblies; in 65%, schools used special awards programs; in 77%, schools organized tours and field trips; and in 45%, schools used specialized contests.

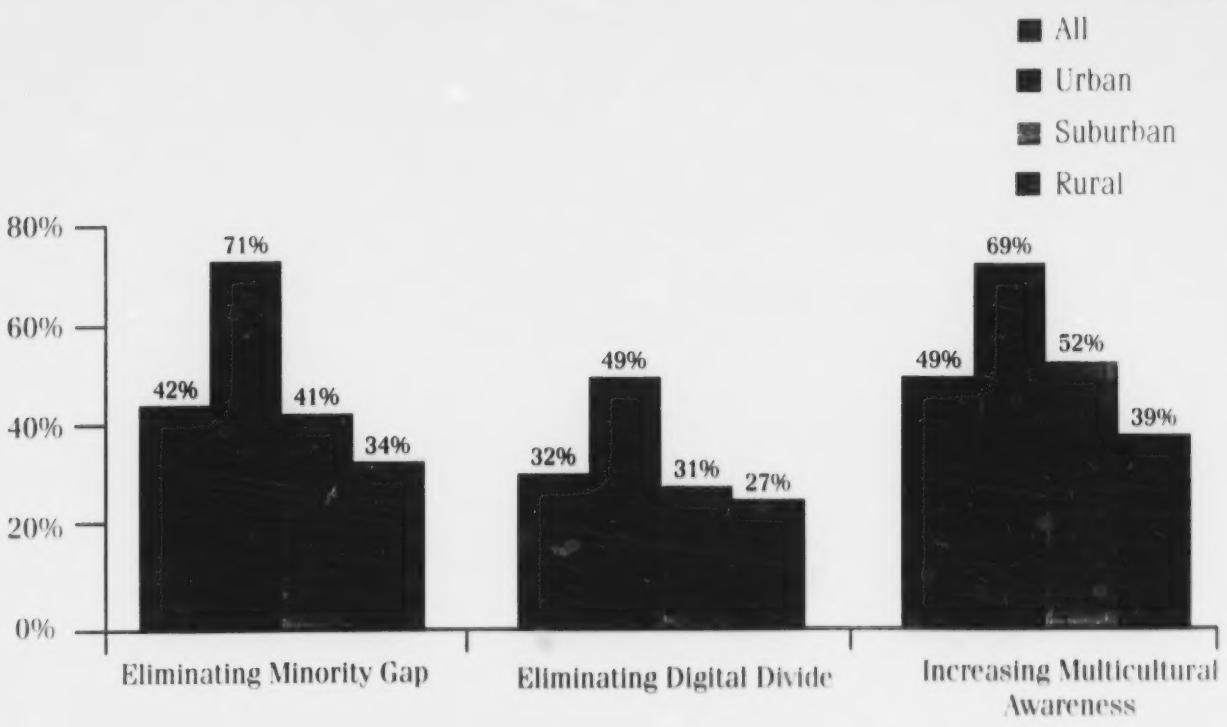
Chart 15



Stay-in-School Partnerships

Now, more than ever, the failure to complete school has profound, long-term, economic and social consequences for young people. According to the National Center on Education Statistics (NCES, 2001), 86% of all persons (16 to 24 years old) graduated from high school in 1999, almost meeting the Nation's education goal of a 90% graduation rate by 2000. ***Partnerships 2000*** shows that schools in well over 80% of partnering districts worked with others to improve student motivation, behavior, attitudes, and self-esteem. Partnerships that aim to improve attendance and prevent students from dropping out also increased significantly from 1990.

Chart 16

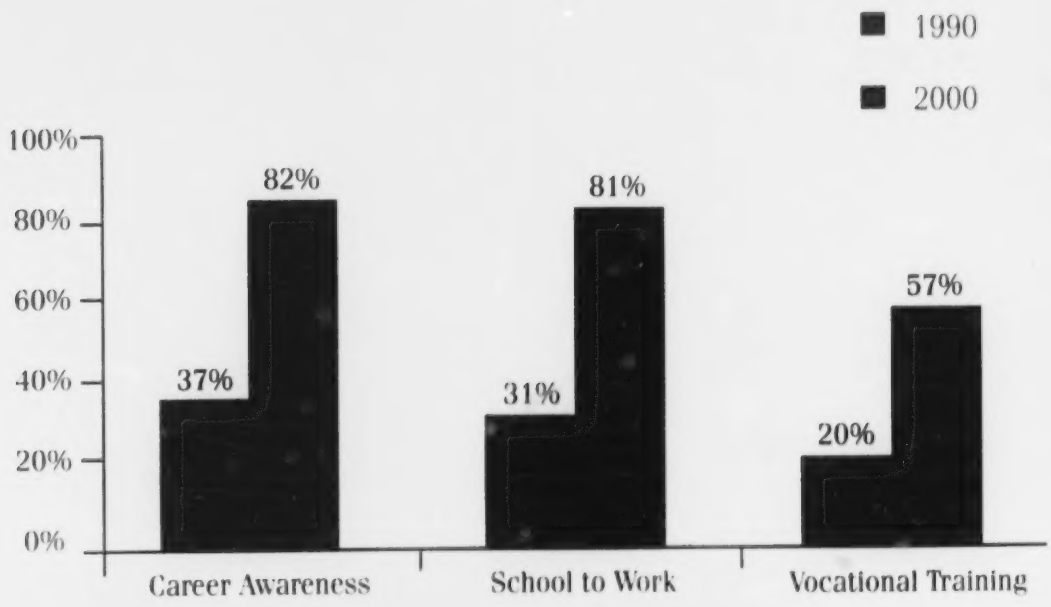


Closing the Minority Achievement Gap

Urban districts, far more than others, work with partners on minority issues.

Despite efforts to close the minority gap in education, graduation rates for black and Hispanic students continue to lag behind those of other students. According to the National Center on Education Statistics (2001), 91% of white students graduated from high school in 1999, while only 84% of black students and 63% of Hispanic students did. Partnerships have increased their focus on minority achievement, with schools in 42% of partnering districts working with others to eliminate minority achievement gaps. Districts are also engaging in partnership activities that recognize and support diversity. Schools in about 49% of partnering districts worked to increase multicultural awareness and 32% to specifically eliminate the digital divide. Not surprisingly, urban districts, far more than others, worked with partners on minority issues.

Chart 17 A

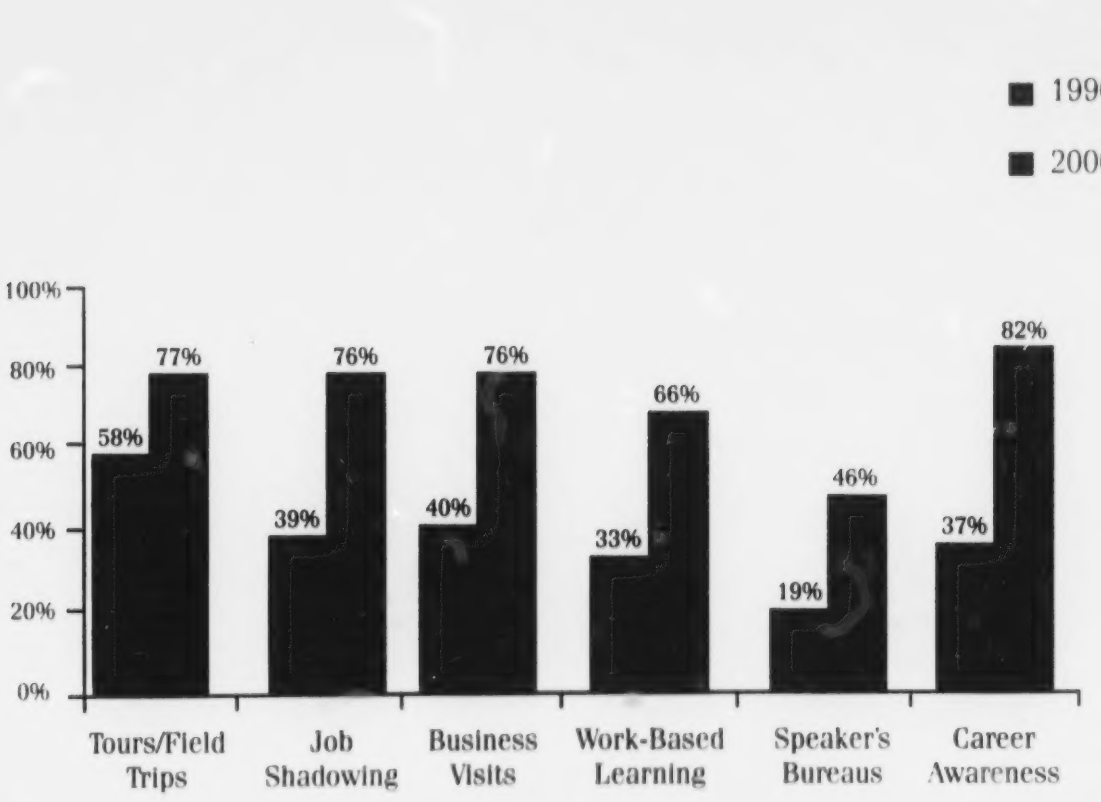


School to Work 1990 - 2000

School-to-work partnerships more than doubled.

In 1994, the *School-to-Work Opportunities Act* provided funding for schools to help students link what they learn in school with what they will do as adults in the professional world. As a result, partnership activities that support school-to-work objectives have increased in comparison to 1990. In 2000, 81% of partnering districts identified school to work as an important objective of their partnerships. Specifically, schools in 82% of partnering districts identified career awareness as an objective of their partnerships, compared with 37% in 1990.

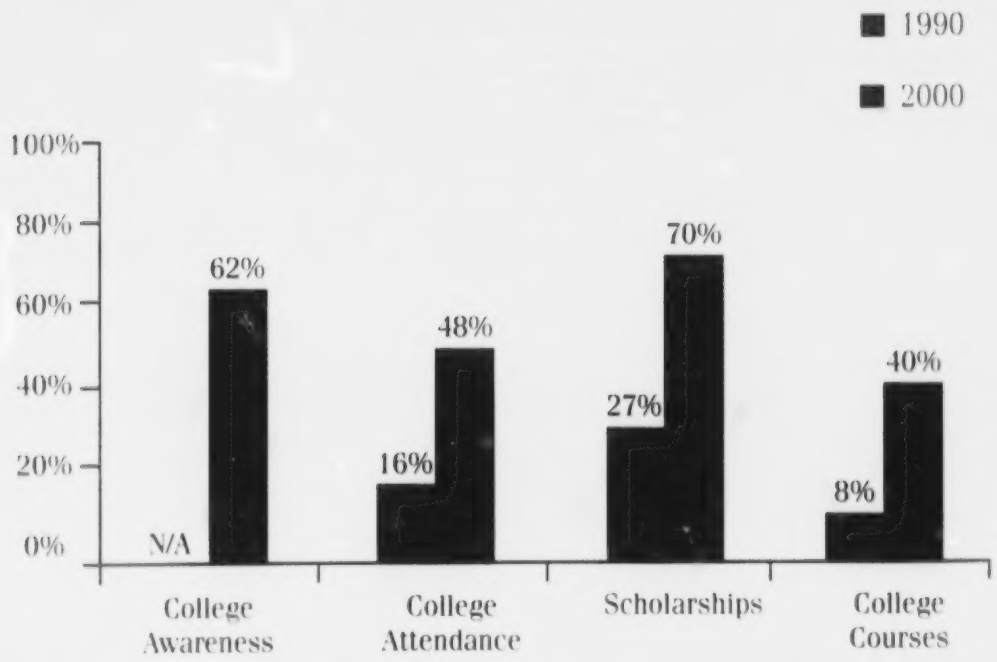
Chart 17 B



School-to-Work Objectives

In an effort to help students become aware of a broad range of careers and academic pathways, schools in roughly 77% of partnering districts used field trips and tours, compared with 58% in 1990. In 2000, schools in partnering districts also used job shadowing and business and industry visitations (76%), and work-based learning activities (66%) as partnership objectives in support of school to work.

Chart 18



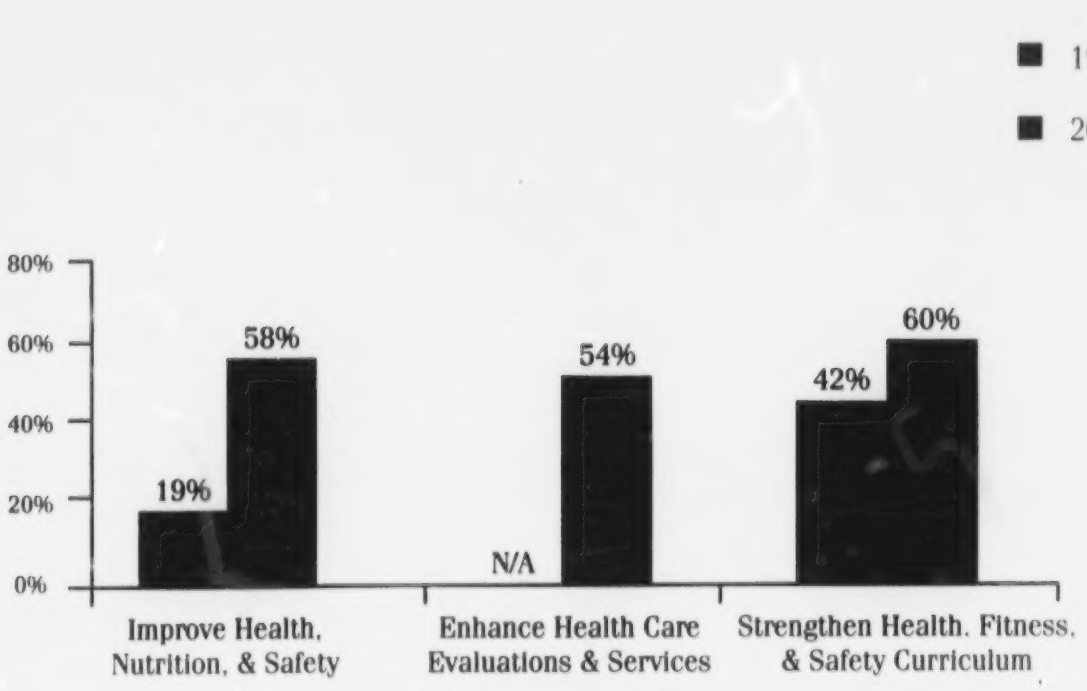
School to College 1990 - 2000

The value of a post-secondary education in the 21st century, and the overwhelming costs associated with it, is reflected in the growth of school-to-college partnerships. Businesses and community organizations are partnering with schools to provide academic guidance and financial support for post-secondary education. In 2000, schools in 62% of partnering districts collaborated with others to increase college awareness among students. Specifically, schools in 48% of these districts focused on boosting college attendance, compared to only 16% in 1990. In 2000, activities in about 70% of partnering districts focused on providing scholarships, compared to only 27% in 1990. And schools in about 40% of partnering districts partnered to offer college courses to students, compared to only 8% in 1990.

While the last decade of school reform has produced important improvements in student achievement, many students are still achieving at lower levels than they should or could be. To better meet the needs of all students, communities need to question how they are defining student success. According to the Search Institute's landmark research on the developmental assets of young people, graduation rates and test scores only represent part of the picture. Search Institute's research shows that successful students are not created in school alone. Students who succeed are nurtured by their families and their communities, as well as by their schools (Scales and Leffert, 1999).

Since promoting the development of youth is ultimately the work of all sectors of the community, many schools are now working hard to involve parents and community members in education. As a result, more districts are focusing partnership activities on the full range of children's needs, not just the academic ones.

Chart 19

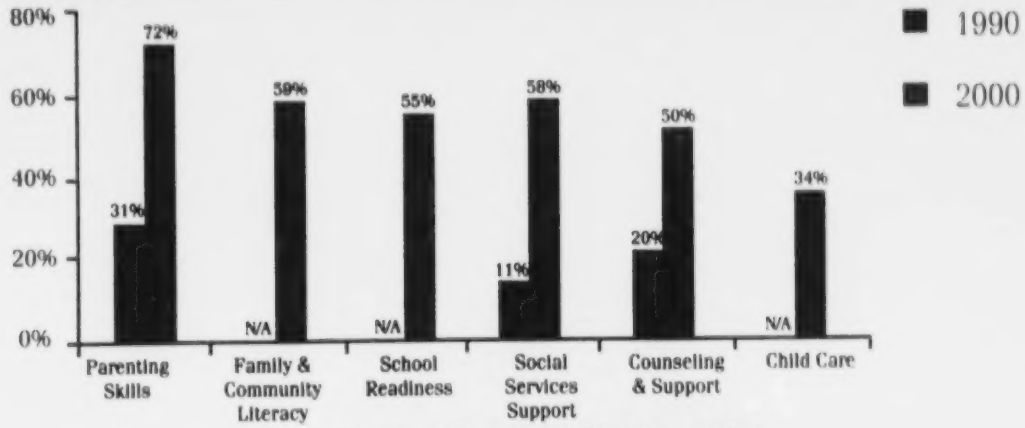


School Health 1990 - 2000

More than half of districts focus partnerships on health issues

Despite the fact that health and safety issues have become an important factor for most schools, activities that promote student awareness in these areas are often the first to get cut when budgets are tightened. As a result, more schools are using partnerships to create opportunities for students to learn about a variety of health issues, including the dangers of tobacco, drugs, and alcohol, guns and violence, mental health and suicide, pregnancy, and HIV prevention. In 2000, schools in 58% of partnering districts collaborated with others on improving children's health, nutrition, and safety habits, compared to only 19% in 1990. Specifically in 2000, schools in 60% of districts focused on strengthening their health, fitness, and safety curriculum. Schools in 54% of districts focused on enhancing health care evaluations and services for children and families.

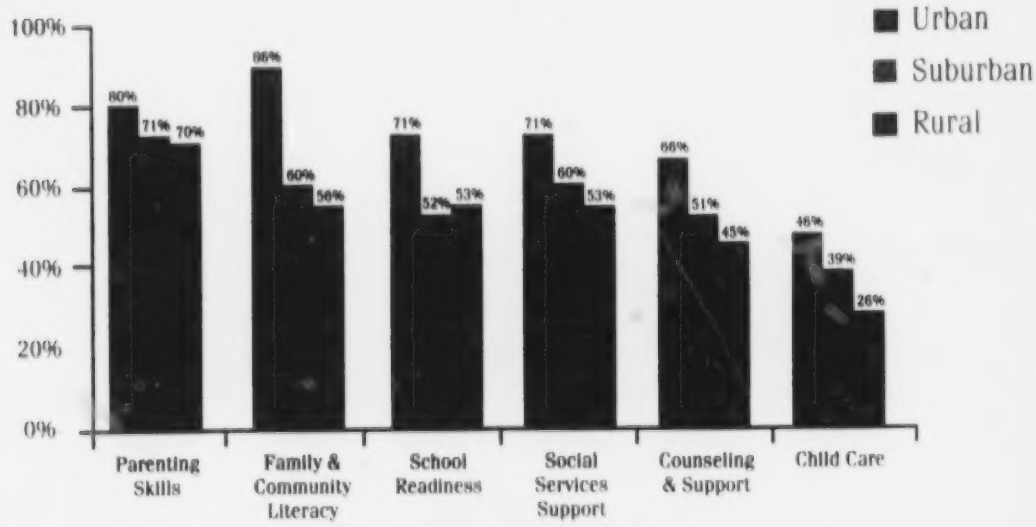
Chart 20 A



Family Support 1990 - 2000

Parents' literacy skills, along with their attitudes about education, have a profound impact on children's academic achievement. Ideally, every parent will be his/her child's first teacher and devote time each day to learning. To realistically accomplish this task, however, many parents need support and training.

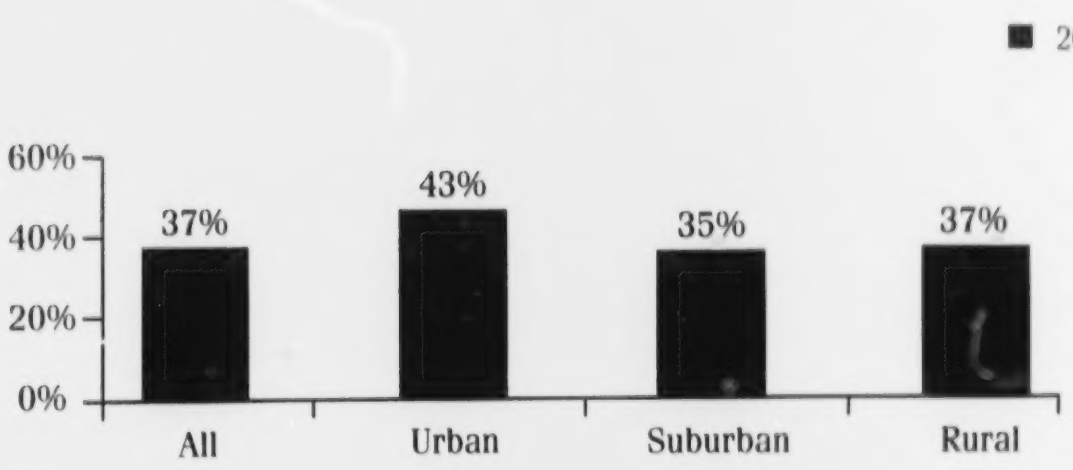
Chart 20 B



Family Support 2000

Partnerships give parents the opportunity to learn and share information about helping their children academically and personally. In 2000, schools in about 72% of partnering districts focused on enhancing parenting skills; 59% on family literacy; 55% on readiness; and 58% on social services support. Schools in urban districts collaborated on family support programs at much higher rates than their suburban and rural counterparts.

Chart 21

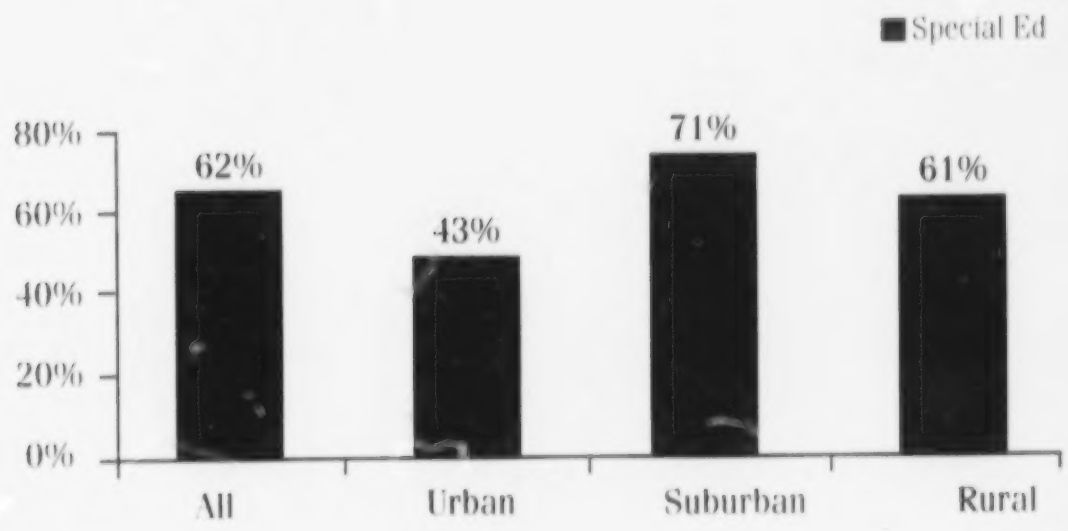


Preschool

Over one-third of partnering districts focused on preschool activities.

Recent research on brain development during the early years of a child's life shows the value of quality preschool programs. Prompted by this research, federal legislation has now expanded the K-12 concept of children's education to include the preschool years. Programs such as Head Start and Even Start aim to bring quality preschool programs to many American communities. Schools in 37% of partnering districts targeted some of their services for preschoolers.

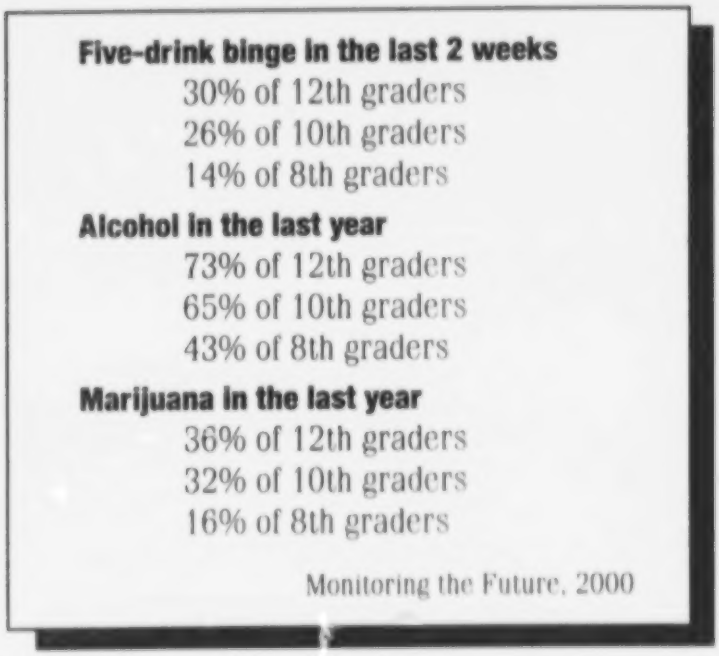
Chart 22



Special Education

In the last decade, the impact of the Individuals with Disabilities Education Act (IDEA) has been felt throughout school districts. This landmark legislation extended the mandate of a free and appropriate education for special needs students from birth to age 21. To achieve this goal, schools often partner with community health organizations in transitioning services to the local education agencies from local health providers. Schools in 62% of partnering districts collaborated with other agencies to provide special education services for students.

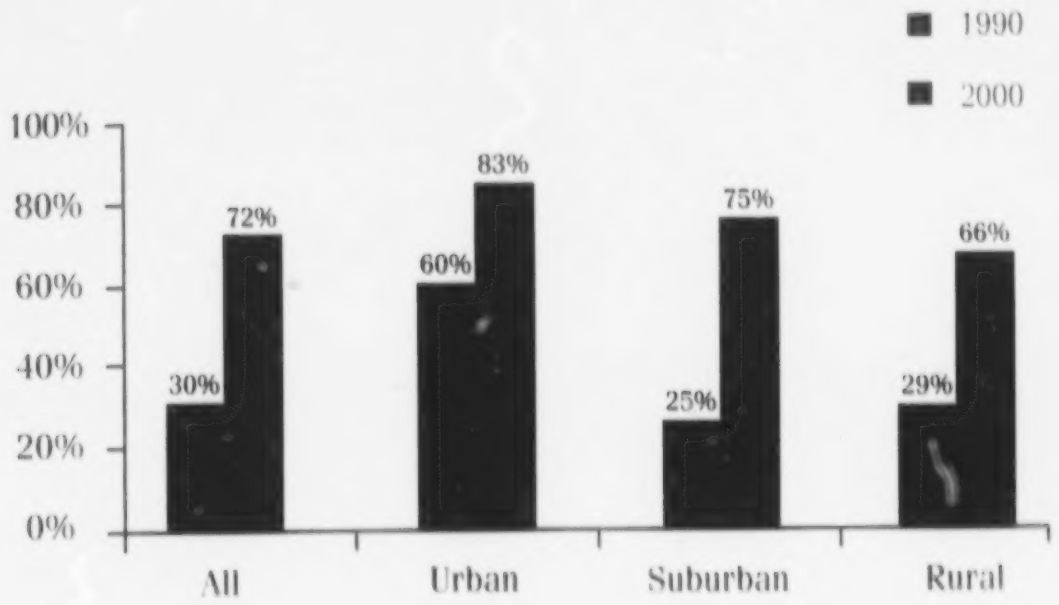
Chart 23


Five-drink binge in the last 2 weeks
30% of 12th graders
26% of 10th graders
14% of 8th graders
Alcohol in the last year
73% of 12th graders
65% of 10th graders
43% of 8th graders
Marijuana in the last year
36% of 12th graders
32% of 10th graders
16% of 8th graders
Monitoring the Future, 2000

Drug and Alcohol Use

In 2000, youth violence and substance abuse continue to be community problems both in and out of school. Despite the growth of prevention programs in schools, abuse of alcohol, legal, and illegal drugs is increasingly common among American teenagers. According to a 2000 study, more than one of three high school students (10th to 12th graders) reported using marijuana in the past year, two of three reported drinking alcohol. Among seniors alone, alcohol and drug abuse is even more widespread (Johnston, Bachman, & O'Malley, 2001).

Chart 24

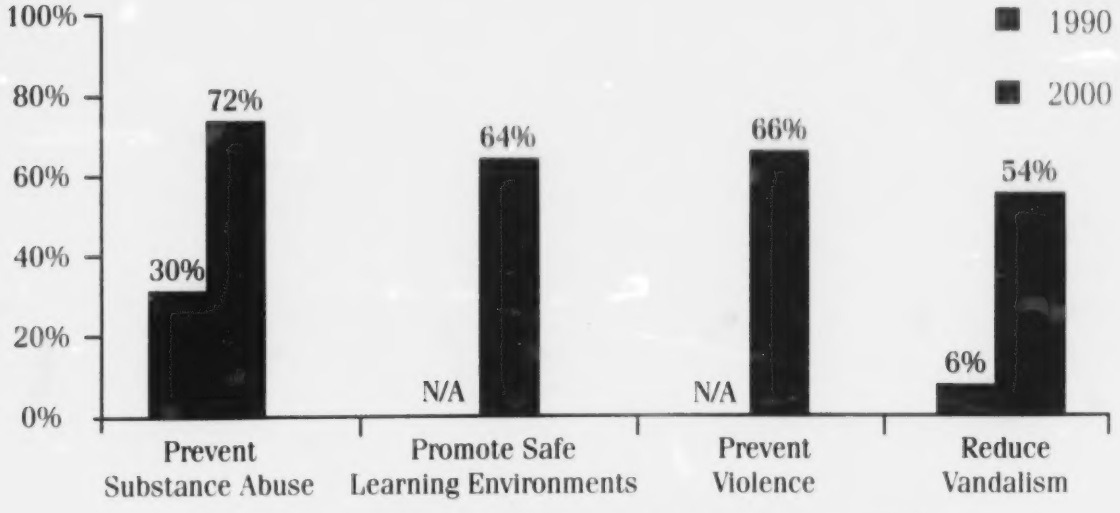


Substance Abuse Prevention 1990 - 2000

Widespread prevention activities show that drugs are a national—not an urban—problem.

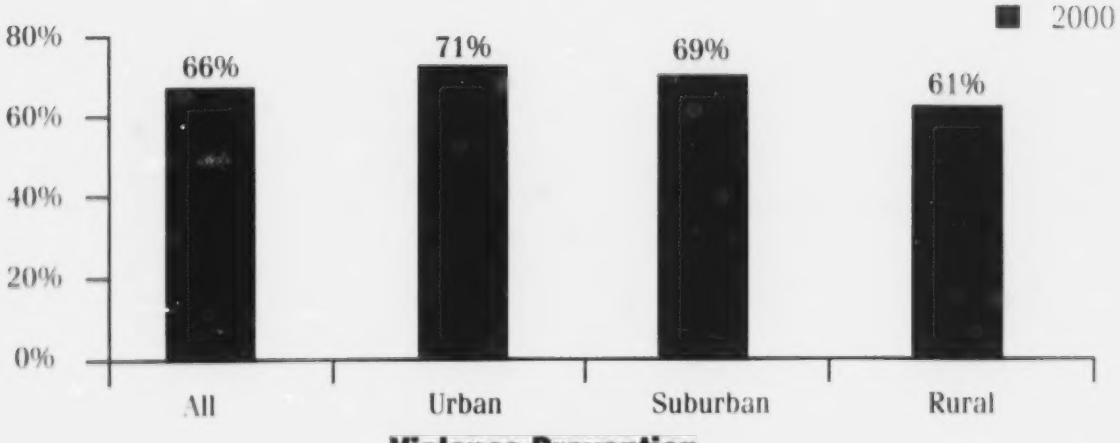
Not surprisingly, partnerships that focus on substance abuse prevention activities have dramatically increased over the past decade. By 2000, twice as many districts had schools partnering with others to prevent substance abuse, and growth is shown in urban, suburban, and rural districts.

Chart 25 A



Efforts to Promote Safe Learning Environments

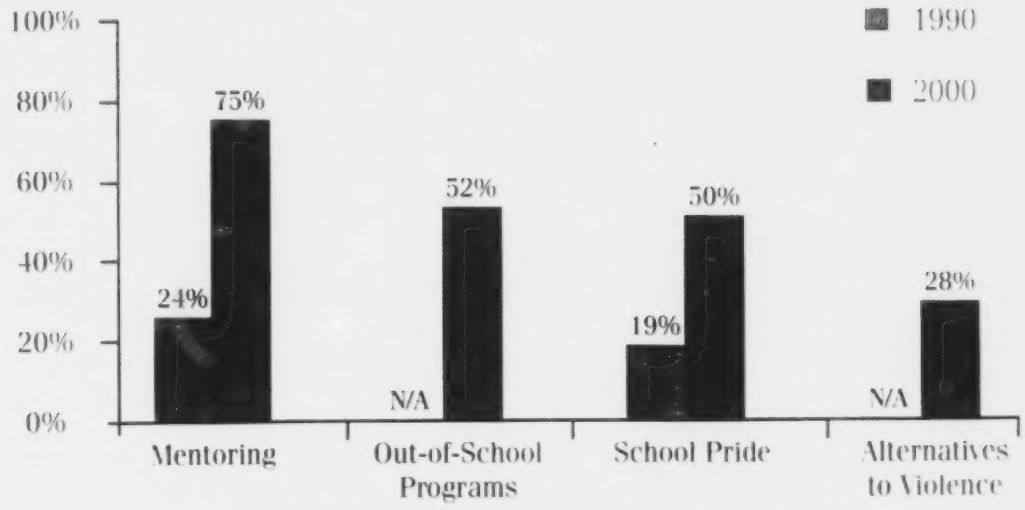
Chart 25 B



Violence Prevention

Like substance abuse, school safety is a new concern for educators. Highly televised incidents, such as the school shootings in Columbine, CO, have raised concerns about the safety of students and teachers in America's schools. A new survey area for the year 2000, schools in 66% of partnering districts (71% of urban districts) collaborated on violence prevention activities that often included families, social service agencies, and the police.

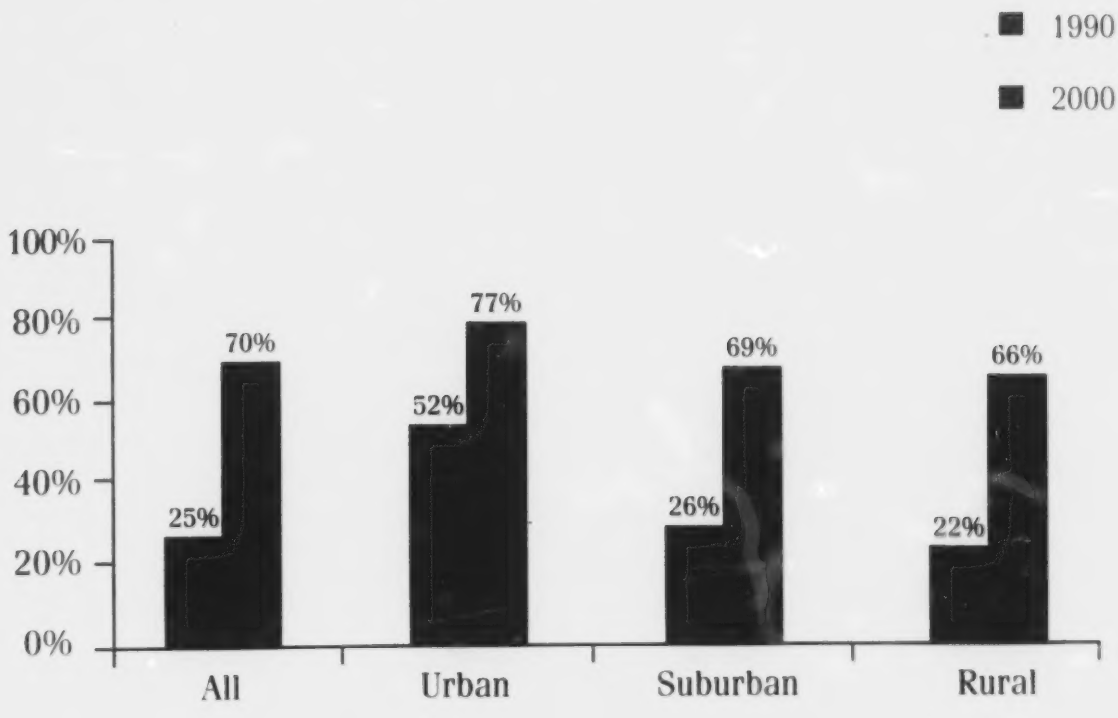
Chart 25 C



School Pride Activities 1990 - 2000

In a likely sign of the times, partnerships that focus on school pride and alternatives to violence have increased since 1990. In 2000, schools in 50% of partnering districts collaborated on school pride initiatives, 28% on alternatives to school violence.

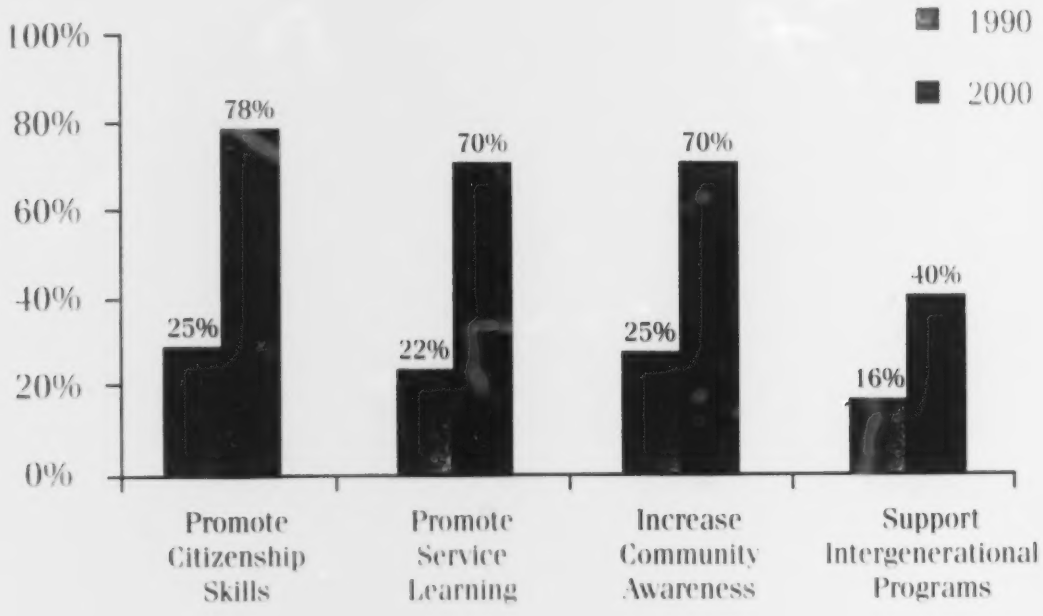
Chart 26 A



Community Awareness/Service Learning 1990-2000

Service learning, and the notion that children can learn while lending service to their community, has long been a hallmark of partnerships. In recent years, more school districts have been promoting (and in some places, even mandating) community service for students as a way to foster a sense of public duty.

Chart 26 B



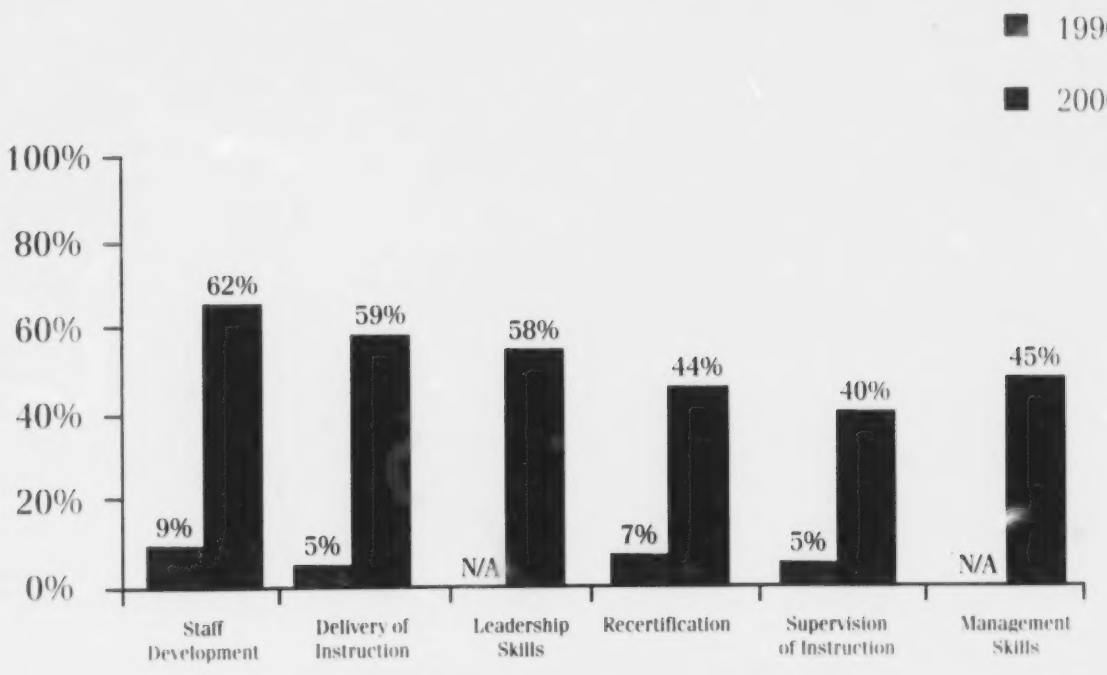
Community Involvement

In 2000, schools in 78% of partnering districts collaborated on increasing citizenship skills; 70% on promoting service learning; and 70% on increasing community awareness. Partnerships in urban school districts are more focused on community involvement than are those in rural and suburban school districts.

School districts are also using intergenerational programs to help students. As older Americans retire in good health and financial comfort, communities are beginning to recognize their senior population as an excellent resource for students. Schools in 40% of partnering districts now have intergenerational programs in place to help students, up from only 16% in 1990.

According to the U.S. Department of Education, public school enrollment in the 1990s increased from 41.2 to 47.5 million. That increase and a variety of other factors have conspired to create a critical teacher shortage in this country. In response to this shortage, school districts have turned to their partners to help attract, recruit, prepare, and support their teachers.

Chart 27

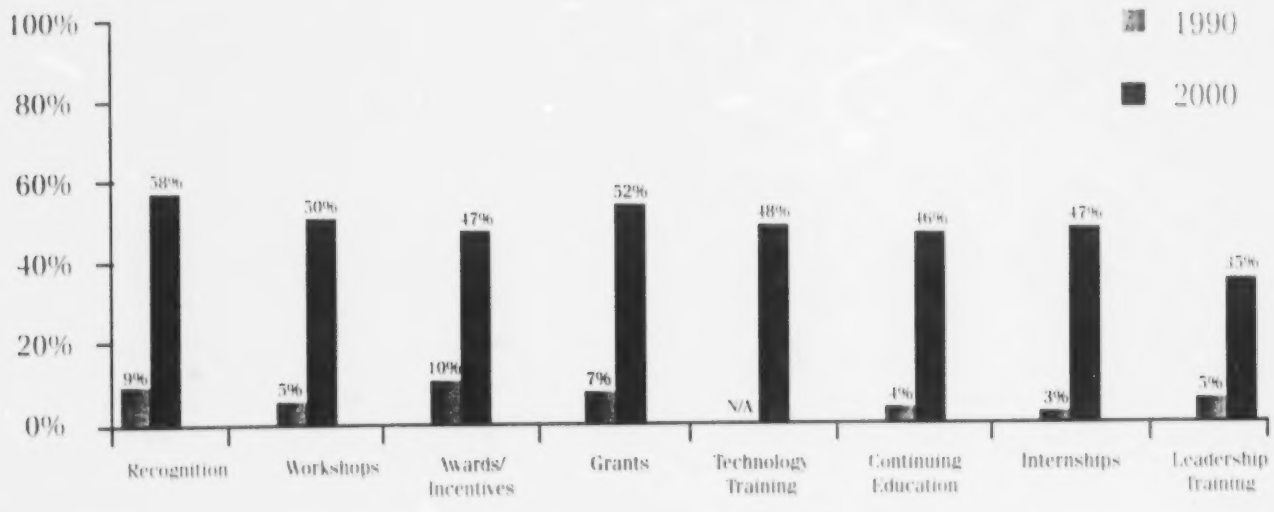


Professional Development Objectives: 1990 - 2000

Partnerships focusing on staff development increased exponentially in the last decade.

Partnership activities in the area of professional development for teachers increased dramatically in the 1990s. In addition to the expected emphases on teaching and learning, more partnerships focused on leadership and management training. In 2000, the specific activities of the 62% of partnering districts that supported staff development were varied, with schools in more than half of the districts collaborating to enhance the delivery of instruction and provide leadership training. In addition, schools in 44% of partnering districts focused on recertification, 40% on supervision, and 45% specifically on management skills.

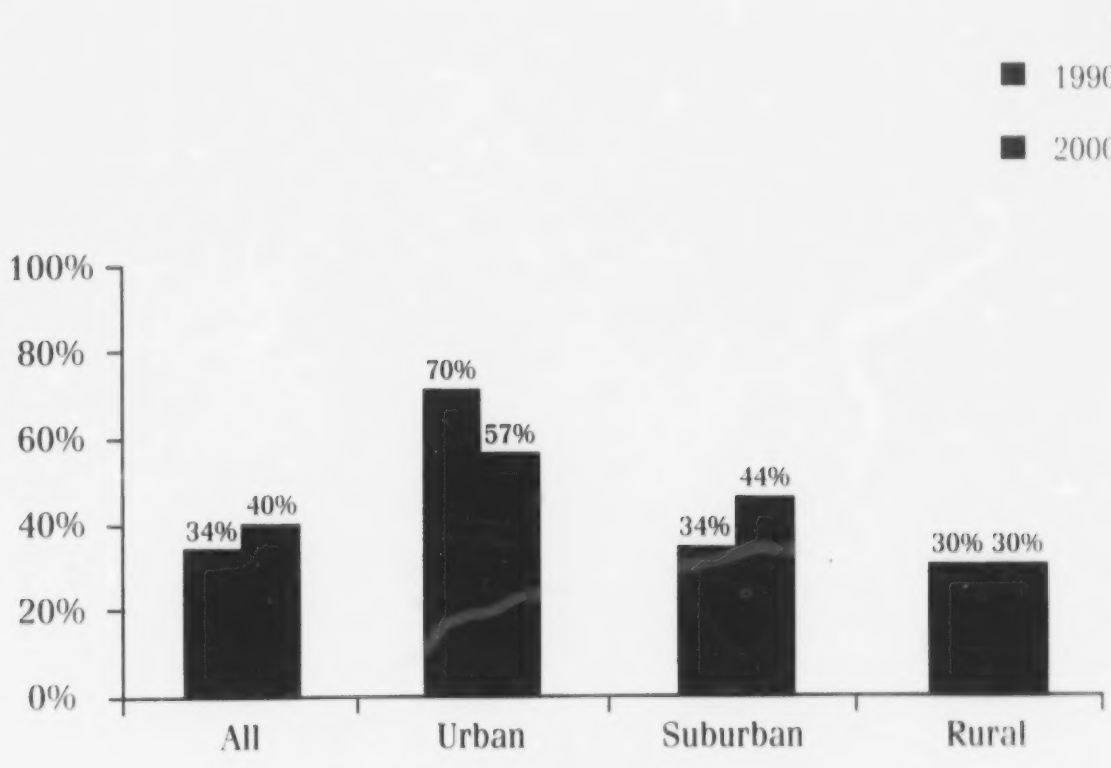
Chart 28



Staff Support Activities 1990 - 2000

To help ensure that teachers are continually developing their skills, schools in about half of partnering districts collaborated on activities that support staff recognition. This represents an enormous increase from 1990 when, at most, 10% of partnering districts cited teacher awards and incentives as a focus of their school partnerships. In 2000, partnerships were used to help supply workshops, training, awards and incentives to support teachers. Partnerships also focused on grants for teachers, continuing education, internships, and fellowship training.

Chart 29



Partnership Directors 1990 - 2000

Strong, effective partnerships rely on dedicated directors to develop, implement, and sustain them. In the last decade, more districts seem to have recognized the added value of partnership directors. In 1990, about 34% of partnering districts had dedicated directors for their partnership programs. Today, 40% of districts do. Of those districts with directors, 42% are full-time staff members.

65

In the last decade, school partnerships have expanded significantly. Despite this growth, collaborations among schools, families, and communities are far from reaching their potential for creating schools that promote the success of all children.

If ***Partnerships 2000: A Decade of Growth*** and the ongoing efforts of PARTNERS IN EDUCATION teaches us anything, it is that schools still have human, financial, and material needs far greater than the resources federal, state, and local governments allocate to meet those needs. Children need more individual care and attention than is now available. Educators need to overcome challenging obstacles to help all students succeed academically and personally. And communities need more guidance and support as they struggle to keep their children safe and healthy.

National and local leaders speak strongly about the need for community initiatives that call upon all aspects of a society: parents, teachers, businesses, government, and public and private institutions. Partnerships, like the ones described in ***Partnerships 2000*** do just that. This study taught us much about America's partnerships with schools — their objectives, activities, and beneficiaries. What we have learned prompts PARTNERS IN EDUCATION to make the following recommendations for enhancing partnerships in schools nationwide:

1 Support more research on the scope and impact of school partnerships.

In some partnering school districts, formative evaluations are being used to improve processes and make mid-course changes. Summative evaluations, however, are rare—especially those that measure the benefits of partnerships and their relationship to children who are performing to high standards in and out of school. Ideally, partnering school districts should build summative evaluations into their partnership design, and work closely with research groups to develop and monitor rigorous, longitudinal studies of their activities.

The reality of the situation is that only by evaluating specific outcomes tied to student achievement and other measures of student success, can we identify which activities truly support students in key areas such as reading, math, science, technology, college and career awareness, scholarships, citizenship, and drug and violence prevention. At PARTNERS IN EDUCATION, we

know how to organize, manage, and replicate partnerships. What we also want to know is how and the *extent* to which partnerships affect the healthy development of children and their performance in and out of school.

Therefore, PARTNERS IN EDUCATION recommends that more public and private resources be made available to help partnership programs evaluate their outcomes. School-level studies of partnerships in a wide variety of urban, suburban, and rural settings could measure partnership activities and their impact on key areas. Additionally, we recommend that regular studies be conducted to measure the growth and scope of partnerships in American schools. These data would serve local communities, and edify the national effort to engage local communities in education and the well-being of youth.

2 Make information about school partnerships more accessible.

American school districts have caught on to the power and potential of school partnerships. To date, PARTNERS IN EDUCATION is the only national organization solely devoted to promoting and supporting partnerships. For the 69% of American school districts that are currently engaged in partnership activities, and for the 31% that are not, the need for more information and resources is apparent.

Activation of a national clearinghouse on partnerships could provide a wide variety of interested parties with reliable information on how to develop, manage, and sustain school partnerships. The clearinghouse should include a current database of best practices, as well as regional and national contacts and resources. *To respond to the growing interest in partnerships both nationally and abroad, PARTNERS IN EDUCATION recommends that more information on all aspects of the partnership process, including models, be made available through a national clearinghouse on partnerships.*

3 Identify and replicate existing partnership programs that work.

America has spawned some exceptional partnership programs. We now need a focused effort to identify these programs as exemplars and support local efforts to replicate them. Schools and communities often spend a great deal of time and resources searching for and experimenting with programs that may or may not help them achieve their goals. Because Partners in Education has for thirty years worked with schools and communities to develop and sustain partnerships, we know there is an abundance of excellent programs that can be adapted to meet local needs. *To allow more communities to tap into this valuable resource, Partners in Education recommends statewide demonstration projects of successful school partnerships that provide funding and assistance to communities seeking to adopt exemplary models.*

4 Make partnerships a vital part of professional development strategies.

Of all the factors influencing student achievement, educators and researchers are increasingly focused on teacher quality as the factor that matters most. ***Partnerships 2000*** echoes this belief, with partnerships focused on professional development and support for teachers and school staff increasing dramatically throughout the last decade. Many of the schools engaged in partnerships are working with institutions of higher education and local businesses to provide vital staff development and training for teachers and school staff in the areas of technology, instructional practice, leadership, and management. Clearly, these schools, and many others, need more innovative strategies to recruit, train, and retain quality teachers.

Partnerships that support a district's professional development goals and strategies are allowing schools, many with limited resources, to increase their focus on and support for teacher quality, a crucial factor in long-term student achievement.

Partners in Education recommends that more schools use partnerships to provide key elements of professional development: that teachers and school administrators receive partnership training: and that the policies and practices of school districts, school boards, and teacher unions support these efforts.

5 Designate a Partnership Director to maximize partnership efforts.

In an effort to do as much as possible to improve student achievement, many school districts have multiple reform efforts operating within their schools. Partners in Education's experience with schools and communities shows that when school districts and communities work together to create partnerships that support student success, the results are focused and effective.

An essential first step in the process is designating a partnership director, who works hand in hand with schools, parents, local businesses, and other community groups to develop a shared vision for school partnerships. By developing a broad knowledge about the community's resources, and building strong ties among key groups, a dedicated partnership director is better able to develop, promote, and manage effective partnerships that will sustain over time. To help school districts and communities find a well-qualified partnership director, Partners in Education has developed a range of partnership director profiles to use when filling such a position. *To make the most of a district's partnership efforts, Partners in Education recommends that schools and communities work together to recruit and support a qualified Partnership Director who is solely dedicated to promoting and managing partnership activities.*

6 Promote schools as community centers.

Recent research shows that the safety and well-being of children are most at risk during the after-school hours. School programs that offer safe, enriching activities for children and comprehensive services for families have grown enormously in recent years, gaining funding and support at the local, state, and federal levels. School partnerships that involve partners from community-based organizations have also increased in the last decade.

Partnerships that help provide comprehensive services to schools, such as health services, computer training, tutoring, mentoring, and recreational activities, help create a greater respect and ownership for local schools. In order to develop more partnership programs that offer these kinds of comprehensive services to students and families, school districts' policies need to support school and community efforts. School facilities, often dormant in the non-school hours, are ideal locations for partnership programs. Unfortunately, district policies may prevent schools and their partners from using school buildings before and/or after the normal school hours. *Partners in Education recommends that more school districts adopt flexible policies about school facilities, making them available for partnership activities in the non-school hours.*

7 Provide better support for rural schools in their efforts to develop school partnerships.

Partnerships 2000 shows us that rural schools are far less likely to engage parents, businesses, and community groups in school partnerships. Because rural schools face some unique challenges when developing and maintaining partnerships (distance, small populations, lack of concentrated businesses and institutions), additional support for these communities is needed. *Partners in Education recommends that funders of education programs, such as Congress, the U.S. Department of Education, state education agencies, and foundations, consider additional funding and support for school partnerships in rural communities.*

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APPENDICES

The Appendices present the statistical under-girding of the ***Partnerships 2000*** *study. Appendix A describes the technical design and methods. Appendix B displays the 2000 survey in its entirety. Appendix C clarifies the measures and assumptions for the national estimates of numbers of volunteers, volunteer hours, and dollar value of partnerships nationwide. Appendix D reports the data gathered directly from the 1990 and 2000 questionnaires. Together, Appendices A-D amplify the information that defines the growth and change of America's school partnerships.*

Appendix A: The Technical Design and Methods

In 1991, the National Association of Partners in Education (formerly known as NAPE) published the National School District Partnership Survey. In that work, Partners in Education identified the state of partnerships in America's schools and described their objectives, activities, and beneficiaries. One decade later, Partners in Education contracted with Consulting Research and Information Services (CRI) of Reston, Virginia, to examine the changes in the scope and direction of America's school partnerships.

The Partnership 2000 study was designed to:

- Describe the current status of partnerships across the nation;
- Measure the growth of partnerships through the 1990s;
- Examine trends in partnership objectives and activities;
- Relate the growth to issues of educational reform.

The 1990 basis for the study

In spring, 2000, CRI worked with Partners in Education to design the 2000 study. Retaining as much as possible from the 1990 survey insured the validity of cross-year comparisons. Details about the 1990 study can be found in the National School District Partnership Survey Statistical Report (NAPE, 1991). Information about the 2000 study appears below.

The instrument and resulting database

The 2000 questionnaire was designed to capture the changes in school partnerships during the 1990s. Consequently, all questions from the 1990 survey were retained. Some new language updated old items. New items were added to reflect education in the Year 2000.

In 2000, as in 1990, the survey was divided into three parts. The first part examined the status of partnerships; the second part, the sponsors; the third part, the focus of partnerships in terms of their objectives and activities.
To describe the Year 2000 status of partnerships in America's schools, district superintendents (or their designees) described partnership support for education (including special and preschool education), and volunteer support in terms of personnel, time, and dollars. All measures of the status of

partnerships from the 1990 survey were repeated in 2000. Several other measures were added including an estimation of volunteer hours of service and a new focus on partnership activities related to education reform.

To characterize the sponsors of partnerships, superintendents (or their designees) chose from a list of 21 potentially partnering organizational groups, 19 of which were also listed in 1990.

To specify the focus of partnerships, superintendents (or their designees) marked those objectives and activities that characterized partnerships in their schools. In 2000, objectives and activities were organized into five areas of schooling: direct student support, curriculum and instruction, professional development, district-wide initiatives, and education reform. The first four sections reflected the 1990 survey. The fifth, educational reform, was added in 2000. The 2000 instrument in its entirety appears as Appendix B. Appendix C then describes the measures in more detail including the correspondence among the 1990 and 2000 survey items

The tables in Appendix D report directly on the information gathered from the survey. Like the questionnaire, the tables are divided into three sections: the status, the sponsors, and the focus of partnerships. Each set of tables in Appendix D includes information on all districts together, then urban, suburban, and rural districts separately. In each of the three sets of tables, information not gathered in 1990 is listed as not available (N/A).

The sample

As in 1990, the sample was selected from all local districts in the United States, as defined by the agency file of the Common Core of Data. This information is collected annually by the National Center for Education Statistics, updated with proprietary information, and distributed by Quality Education Data, Inc. In June 2000, a 10% simple random sample was drawn from the population of 16,597 U.S. school districts, resulting in a study sample of 1,641 districts.

The procedures

An advance facsimile was sent to district superintendents one week prior to the first mailing of the survey in July 2000. A facsimile reminder followed four weeks after the initial mailing. A second complete mailing of the survey was sent to non-respondents in October. Another fax reminder followed four weeks later. Finally, a shorter facsimile version of the survey was sent in early December to remaining non-respondents. By the end of the year, 556 eligible and 22 ineligible responses resulted in a 35% return rate.

The analyses

The Partnerships 2000 study was directed by two goals: (1) to show the current focus of partnerships in America's schools and (2) to estimate the growth and change in the partnership movement. To enable cross-year comparisons, the analyses in 2000 replicated as closely as possible the 1990 study. For this reason, districts with partnerships were calculated as a percentage of all responding districts. However, districts with particular sponsors and partnership focus were calculated as a percentage of "partnering districts" (districts with partnerships), not all districts in the United States.

The measures

Appendix C provides detailed information on the data analyses: Table C-1 shows the correspondence of cross-year items between the 1990 and 2000 studies. Table C-2 describes the calculation of urban, suburban, and rural district weights used for projecting national estimates. As can be seen, these weights adjust the numbers of responding districts to more closely represent the actual percentages of urban, suburban, and rural districts in the U.S. Table C-3 specifies the assumptions underlying the calculations of numbers of students in districts with partnerships. Table C-4 uses the calculations of Table C-3 and presents some alternative national estimates of the benefits of partnerships including the numbers of volunteers, volunteer time, and value of goods and services.

Appendix D provides data for comparisons between the 1990 and 2000 studies. Table D-1 defines the status of partnerships in the U.S.; Table D-2, their sponsors; and Table D-3, their focus. Each table first presents data for all districts combined, then separately for urban, suburban, and rural districts. The data in Appendix D, therefore, allow for a detailed comparison of the rate of growth and the change in the nature of partnerships over the past decade.

The national estimates

Calculations of the numbers of students in partnering districts appear in Table C-3. These calculations were based on unpublished data for urban, suburban, and rural student enrollment in 1998 (National Education Data Resource Center, 2001). U.S. public school enrollment for 2000 was projected by the National Center for Education Statistics (2000) and assumed to retain the same geographic proportions as in 1998.

Calculations of national estimates for the numbers of volunteers in partnerships, the hours served by those volunteers, and the value of goods and services provided through partnerships are all shown in Table C-4. Volunteers and their contributions were viewed as a value added for each student in districts served by partnerships. To arrive at those estimates, per-student means were calculated separately for urban, suburban, and rural districts and then multiplied by the total numbers of students served by partnerships in those geographic areas. Finally, totals for the nation were viewed as the sum of the subtotals of volunteers, hours, and goods and services in the urban, suburban, and rural areas.

All estimates are subject to errors, both internally from estimation processes and externally from limited data sources. District superintendents were asked to estimate the value of contributions of their partnerships, not conduct audits. Some declined. Estimates may be biased upward because missing responses were excluded from the calculations of averages. The missing responses may (or may not) reflect true zeroes. (For example, districts that completed surveys and left blank their numbers of volunteers

serving in partnerships may have truly had none.) On the other hand, estimates may be biased downward because the districts with the largest value added by partnerships may have been either under-represented in the sample or under-reported in the districts' responses.

Several additional factors further complicate the estimation processes in this study. Low response rates exacerbate the potential for non-response bias and add to possible errors in estimation. Extreme outliers and skewed distributions potentially award undue influence to data from some districts whose characteristics differ markedly from those of most districts in their set.

To minimize the unknown effects of all of these biases, national estimates were based conservatively on the central 90% of the actual data obtained through the surveys. This more conservative set of estimations based on 5% trimmed means was considered most prudent considering the potential effects of unknown biases. For the interested reader, Table C-4 lists calculations of national estimates based on both arithmetic means and on trimmed means. The 5% trimmed means are highlighted in boldface type.

National School District Partnership Survey for

NATIONAL ASSOCIATION OF
PARTNERS IN EDUCATION
Keeping Children at the Center

Directions: Please take just 10-20 minutes this week to complete this survey of partnerships in your district during school year 1999-2000. After responding to a few questions, you will be asked to simply check (✔) the objectives of your partnerships, the activities that best characterize them and their beneficiaries.

Consulting Research and Information Services of Reston, VA is conducting this study for the National Association of Partners in Education.

We thank you very much for your participation and look forward to your prompt reply.

Appendix B: The Survey

To help you answer the questions, please note that PARTNERS IN EDUCATION **defines partnerships as mutually supportive arrangements between businesses, parent or community organizations and schools or school districts. Partnerships are often characterized by specific objectives and activities intended to benefit students and partners.**

1. Is your district primarily: ⬭ Urban ⬭ Suburban ⬭ Rural

2. How many schools are in your district and how many have partnerships? Please indicate the:

Total number of schools		Percent with partnerships
_____	Elementary	_____
_____	Middle	_____
_____	High	_____
_____	Other	_____

3. Approximately what percentage of your partnerships target:

   Special Ed _____

   General Ed _____

4. Approximately what percentage of your partnerships target:

   Preschool _____

   K-12 _____

5. Approximately how many volunteers serve in your partnerships? _____

6. Approximately how many hours do you *estimate* that volunteers collectively serve in a year ? _____

7. Approximately how many students do your volunteers benefit? _____

8. What is your *estimated* dollar value for the human, financial, and in-kind goods and services provided through your partnerships? _____

9. Which organizations partner with schools in your district? (Check (✓) all that apply)

   - ⬭ Large corporations (500 employees)
   - ⬭ Medium corporations (50 - 499)
   - ⬭ Small businesses (less than 50)
   - ⬭ Business associations (Chamber of Commerce etc.)
   - ⬭ Professional organizations
   - ⬭ Public/private charter schools
   - ⬭ Government agencies
   - ⬭ Health care organizations
   - ⬭ Foundations
   - ⬭ Museums or other cultural organizations
   - ⬭ Armed services
   - ⬭ Civic/community organizations or non-profits
   - ⬭ Universities or 4-year colleges
   - ⬭ Community or 2-year colleges
   - ⬭ Religious organizations
   - ⬭ Parent organizations
   - ⬭ Retiree organizations
   - ⬭ Labor organizations
   - ⬭ Public service agencies (utility, transportation, etc.)
   - ⬭ Media/publishing groups
   - ⬭ International organizations
   - ⬭ Teachers' unions

10. If you have a district or regional level director or coordinator for partnerships, please complete the following:

    Name _____

    Title _____

    Address _____

    _____

    Phone _____

    This partnership position is:

    Full time ⬭ Part time ⬭

    Salaried at $ _____ Volunteer ⬭

    N/A ⬭

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Appendix B: The Survey

Think about your schools' partnerships. What are their specific objectives? Who benefits from the...? Please check (✓) all that apply.	Partnerships benefit: Schools	Partnerships benefit: Communities
A. Direct Student Support Objectives		
1. Improve achievement	☐	☐
2. Improve grades	☐	☐
3. Improve student motivation	☐	☐
4. Improve behavior, attitudes, or self-esteem	☐	☐
5. Enhance parenting skills or family involvement	☐	☐
6. Increase citizenship skills or community involvement	☐	☐
7. Increase social services support	☐	☐
8. Improve career awareness	☐	☐
9. Improve school to work/vocational readiness	☐	☐
10. Boost participation in post-secondary-vocational training	☐	☐
11. Increase college awareness	☐	☐
12. Boost college attendance	☐	☐
13. Increase human or financial resources	☐	☐
B. Curriculum and Instruction Objectives		
14. Improve learning environment	☐	☐
15. Enrich school curriculum	☐	☐
16. Strengthen basic skills	☐	☐
17. Strengthen technology/computer skills	☐	☐
18. Strengthen math/science skills	☐	☐
19. Strengthen arts/humanities/social sciences	☐	☐
20. Strengthen health/fitness/safety	☐	☐
21. Strengthen reading/language arts	☐	☐
22. Strengthen English fluency/ESL	☐	☐
23. Strengthen foreign language	☐	☐
C. Professional Development Objectives		
24. Improve staff development	☐	☐
25. Enhance supervision of instruction	☐	☐
26. Enhance delivery of instruction	☐	☐
27. Increase professional skills (recertification)	☐	☐

Please continue to check (✓) all that apply	Partnerships benefit: Schools	Partnerships benefit: Communities
C. Professional Development Objectives (cont)		
28. Improve leadership skills	☐	☐
29. Improve management skills	☐	☐
30. Work with school boards	☐	☐
31. Work with superintendents	☐	☐
D. Objectives Meeting District-Wide Initiatives		
32. Meet state standards	☐	☐
33. Improve school-based management	☐	☐
34. Increase attendance	☐	☐
35. Improve test scores	☐	☐
36. Prevent dropout	☐	☐
37. Prevent substance abuse	☐	☐
38. Prevent violence	☐	☐
39. Reduce vandalism/theft	☐	☐
40. Reduce suspensions or expulsions	☐	☐
41. Enhance health care evaluation/services	☐	☐
42. Improve health, nutrition and safety habits	☐	☐
43. Increase community awareness/service learning	☐	☐
44. Enhance family/community literacy	☐	☐
45. Promote school readiness	☐	☐
46. Eliminate minority achievement gap	☐	☐
47. Eliminate digital divide	☐	☐
48. Increase multicultural awareness	☐	☐
E. Education Reform Objectives		
49. Promote systemic change	☐	☐
50. Restructure curriculum	☐	☐
51. Restructure instruction	☐	☐
52. Develop assessment/accountability programs	☐	☐
53. Develop new communication systems	☐	☐
54. Promote safe learning environments	☐	☐
55. Increase technology use and resources	☐	☐

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Think about your schools' partnerships. What are the specific activities that characterize them? Who benefits from them? Please check (✓) all that apply.	Partnerships benefit: Schools	Communities
F. Activities, Especially for Student Support		
56. Mentoring	S	C
57. Tutoring	S	C
58. Scholarships	S	C
59. Special awards programs or contests	S	C
60. Business and industry visitations	S	C
61. Internships/work study/work-based learning	S	C
62. Career day programs, job fairs, or job shadowing	S	C
63. Counseling or special support services	S	C
64. Community/ volunteering/ service learning	S	C
65. After school/out of school programs	S	C
66. Child care	S	C
67. Printing/mailing donations	S	C
68. Equipment donations	S	C
69. Materials donations	S	C
70. Transportation donations	S	C
71. Monetary donations	S	C
G. Activities, Especially for Curriculum and Instruction		
72. Guest speakers/lecturers/demonstrations	S	C
73. Special events or assemblies	S	C
74. Awards or incentives programs	S	C
75. Tours and field trips	S	C
76. Speakers' bureaus	S	C
77. Specialized contests	S	C
78. College courses	S	C
79. Specialized classes outside colleges	S	C
80. Development of new standards	S	C
81. On-line mentoring/tutoring	S	C
82. On-line or off-line resource centers or banks	S	C
83. Research studies	S	C
84. Curriculum or material designs	S	C
H. Activities, Especially for Professional Development		
85. Staff awards/incentive programs	S	C
86. Staff recognition	S	C
87. Continuing education/college courses	S	C
88. Fellowships/internships/summer programs	S	C

Please continue to check (✓) all that apply	Partnerships benefit: Schools	Communities
H. Activities, Especially for Professional Development (cont)		
89. Grants for staff and administrators	S	C
90. Consultation services	S	C
91. Supervision	S	C
92. Executive-on-loan program	S	C
93. Team teaching	S	C
94. Leadership/management training	S	C
95. Technology/communication training	S	C
96. Workshops/conferences	S	C
97. Research studies	S	C
98. Coordination/allocation of resources	S	C
I. Activities, Especially for District-Wide Initiatives		
99. Partnership development	S	C
100. School improvement plans	S	C
101. School pride initiatives	S	C
102. Intergenerational programs	S	C
103. Human services to students and families	S	C
104. Alternative scheduling of instructional times and places	S	C
105. Career academies	S	C
106. Alternative schools or schools within schools	S	C
107. Alternatives to violent behavior in the community	S	C
108. Charter schools	S	C
109. Programs enhancing educational relevance	S	C
110. Community involvement in school goals	S	C
111. Development of in-kind, material, or financial resources	S	C
J. Activities, Especially for Education Reform		
112. Community outreach	S	C
113. Community-wide coalitions	S	C
114. Collaboration in decision-making processes	S	C
115. Resource development	S	C
116. Resource reallocation	S	C
117. Alternative scheduling	S	C
118. Before and after/in and out of-school programs	S	C

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Table C1

The Correspondence Among Cross-Year Items: 1990 and 2000

2000 Number	Focus	1990 Number
	A. Direct Student Support Objectives	
1	Improve achievement	A. 1
2	Improve grades	A. 3
3	Improve student motivation	A. 7
4	Improve behavior, attitudes, or self-esteem	A. 2
5	Enhance parenting skills or family involvement	A. 8, A.9
6	Increase citizenship skills or community involvement	D. 6
7	Increase social services support	A.10
8	Improve career awareness	A. 4
9	Improve school to work/vocational readiness	A.5.b.
10	Boost participation in post-secondary-vocational training	A. 12
11	Increase college awareness	N/A
12	Boost college attendance	A11
13	Increase human or financial resources	A. 6 & D. 8
	B. Curriculum and Instruction Objectives	
14	Improve learning environment	B. 1
15	Enrich school curriculum	N/A
16	Strengthen basic skills	A. 5.a. & B. 2. a
17	Strengthen technology/computer skills	A. 5.c. & B. 2. b
18	Strengthen math/science skills	B. 2. b
19	Strengthen arts/humanities/social sciences	B. 2. c
20	Strengthen health/fitness/safety	B. 2. d
21	Strengthen reading/language arts	B. 2. e
22	Strengthen English fluency/ESL	B. 2. f
23	Strengthen foreign language	N/A

Table C1 (continued)
The Correspondence Among Cross-Year Items: 1990 and 2000

2000 Number	Focus	1990 Number
	C. Professional Development Objectives	
24	Improve staff development	C. 1
25	Enhance supervision of instruction	C2
26	Enhance delivery of instruction	C. 3
27	Increase professional skills (recertification)	C. 4
28	Improve leadership skills	N/A
29	Improve management skills	N/A
30	Work with school boards	N/A
31	Work with superintendents	N/A
	D. Objectives Meeting District-Wide Initiatives	
32	Meet state standards	N/A
33	Improve school-based management	D. 4
34	Increase attendance	D. 3
35	Improve test scores	D. 12
36	Prevent dropout	D. 1
37	Prevent substance abuse	D. 2
38	Prevent violence	N/A
39	Reduce vandalism/theft	D. 9
40	Reduce suspensions or expulsions	D. 10
41	Enhance health care evaluation/services	N/A
42	Improve health, nutrition and safety habits	D. 11
43	Increase community awareness/service learning	D. 6
44	Enhance family/community literacy	N/A
45	Promote school readiness	N/A
46	Eliminate minority achievement gap	N/A
47	Eliminate digital divide	N/A
48	Increase multicultural awareness	N/A

Table C1 (continued)
The Correspondence Among Cross-Year Items: 1990 and 2000

2000 Number	Focus	1990 Number
	E. Education Reform Objectives	
49	Promote systemic change	N/A
50	Restructure curriculum	N/A
51	Restructure instruction	N/A
52	Develop assessment/accountability programs	N/A
53	Develop new communication systems	N/A
54	Promote safe learning environments	N/A
55	Increase technology use and resources	N/A
	F. Activities, Especially for Student Support	
56	Mentoring	A. 1
57	Tutoring	A. 2
58	Scholarships	A. 3
59	Special awards programs or contests	A. 5
60	Business and industry visitations	B. 5
61	Internships/work study/work-based learning	A. 4 & A. 6 & B. 9
62	Career day programs, job fairs, or job shadowing	A. 7 & B. 2 & B.6
63	Counseling or special support services	A. 8
64	Community/volunteering/service learning	D. 8
65	After school/out of school programs	N/A
66	Child care	N/A
67	Printing/mailing donations	B. 11. D
68	Equipment donations	B. 11. A
69	Materials donations	B. 11. B
70	Transportation donations	B. 11. C
71	Monetary donations	N/A

Table C1 (continued)
The Correspondence Among Cross-Year Items: 1990 and 2000

2000 Number	Focus	1990 Number
	G. Activities, Especially for Curriculum and Instruction	
72	Guest speakers/lecturers/demonstrations	B. 1
73	Special events or assemblies	B. 3 & D. 9
74	Awards or incentives programs	B. 4
75	Tours and field trips	B. 7
76	Speakers' bureaus	B. 8
77	Specialized contests	B. 10
78	College courses	B. 12
79	Specialized classes outside colleges	N/A
80	Development of new standards	N/A
81	On-line mentoring/tutoring	N/A
82	On-line or off-line resource centers or banks	B.13 & C.10 & D. 7
83	Research studies	B. 14
84	Curriculum or material designs	B. 15
	H. Activities, Especially for Professional Development (cont.)	
85	Staff awards/incentive programs	C. 1 & D. 3
86	Staff recognition	C. 5 & D. 3
87	Continuing education/college courses	C. 2
88	Fellowships/internships/summer programs	C. 3
89	Grants for staff and administrators	C. 4
90	Consultation services	D. 5
91	Supervision	D. 11
92	Executive-on-loan program	C. 6 & D. 1
93	Team teaching	C. 7
94	Leadership/management training	C. 8 & D. 4
95	Technology/communication training	N/A
96	Workshops/conferences	C. 9
97	Research studies	C. 11
98	Coordination/allocation of resources	D. 13

Table C1 (continued)
The Correspondence Among Cross-Year Items: 1990 and 2000

2000 Number	Focus	1990 Number
	I. Activities, Especially for District-Wide Initiatives	
99	Partnership development	Coordinartor y/n
100	School improvement plans	N/A
101	School pride initiatives	D. 2
102	Intergenerational programs	D. 5
103	Human services to students and families	N/A
104	Alternative scheduling of instructional times and places	N/A
105	Career academies	N/A
106	Alternative schools or schools within schools	N/A
107	Alternatives to violent behavior in the community	N/A
108	Charter schools	N/A
109	Programs enhancing educational relevance	N/A
110	Community involvement in school goals	N/A
111	Development of in-kind, material, or financial resources	A. 6 & D. 7
	J. Activities, Especially for Education Reform	
112	Community outreach	N/A
113	Community-wide coalitions	N/A
114	Collaboration in decision-making processes	N/A
115	Resource development	N/A
116	Resource reallocation	N/A
117	Alternative scheduling	N/A
118	Before and after/in and out-of-school programs	N/A

Table C2
Calculation of District Weights — Year 2000

Data Source	*Totals*	*Urban*	*Suburban*	*Rural*	*Other*
U.S. Districts (QED data)	16,597	1,461	8,050	6,722	365
Geographic distribution of U.S. districts (QED data)	100.0%	8.8%	48.5%	40.5%	0.0%
Geographic distribution of responding districts (in numbers)	556	49	193	313	1
Geographic distribution of responding districts (in percentages)	100.0%	8.8%	34.7%	56.3%	0.002%
Dweight 2000 = Number U.S. Districts/Number Responding Districts	N/A	29.81	41.71	21.48	Not included

Table C3
Calculation of Numbers of Students in Partnering Districts — Year 2000

Data Source	*Totals*	*Urban*	*Suburban*	*Rural*	*Other*
Enrolled students in sample	3,038,797	1,714,979	917,737	406,081	Not included
U.S. K-12 public school enrollment 1998 (Na'l Ed. Data Resource)	46,387,169	13,372,960	24,839,689	8,169,429	Not included
Projected 2000 enrollment (NCES) adjusted to 1998 geography	47,533,000	13,703,292	25,453,266	8,371,226	Not included
Districts with partnerships	69.2%	81.6%	73.6%	61.3%	Not included
Students in districts with partnerships	35,047,051	11,181,886	18,733,604	5,131,561	Not included
U.S. students affected by partnerships (as percentage of public school enrollment)	73.7%				

Table C4
Alternative National Estimates Based on Mean and 5% Trimmed Mean
Year 2000

	Totals	*Urban*	*Suburban*	*Rural*
Students in districts affected by partnerships	35,047,051	11,181,886	18,733,604	5,131,561
Volunteers per Student (mean)	Not used in calculation	0.205	0.107	0.069
Total Volunteers (based on mean)	4,643,008	2,288,261	1,999,438	355,309
Volunteers per Student (5% trimmed mean)	Not used in calculation	0.147	0.081	0.056
Total Volunteers (based on 5% trimmed mean)	3,454,531	1,643,290	1,524,541	286,700
Hours Volunteered per Student (mean)	Not used in calculation	6.126	6.122	3.346
Total Hours Volunteered (based on mean)	200,361,258	68,501,352	114,691,807	17,168,099
Hours Volunteered per Student (5% trimmed mean)	Not used in calculation	4.564	2.520	2.121
Total Hours Volunteered (based on 5% trimmed mean)	109,142,144	51,036,811	47,215,801	10,889,532
Dollars per Student (mean)	Not used in calculation	$110.29	$76.67	$68.85
Total Value of Goods and Services (based on mean)	$3,022,926,092	$1,233,288,449	$1,436,334,081	$353,303,562
Dollars per Student (5% trimmed mean)	Not used in calculation	$91.90	$63.66	$38.36
Total Value of Goods and Services (based on 5% trimmed mean)	2,416,991,909	$1,027,615,325	$1,192,581,202	$196,795,382

Table D1
The Status of Partnerships: 1990 and 2000
All Districts

Status	*1990*	*2000*	*Growth = (2000-1990)/1990*
Of all US districts, those with partnerships	***51%***	***69%***	***36%***
Students in districts with partnerships	29,708,977	35,047,051	18%
Of only those districts with partnerships...			
Average sponsored dollars per student	N/A	$68.96	N/A
Total goods and services	$924,514,184	$2,416,991,909	161%
Average volunteers per studeat	N/A	0.980	N/A
Total volunteers	2,589,296	3,448,527	33%
Average volunteer hours per student	N/A	3.11	N/A
Total volunteer hours	N/A	109,076,991	N/A
FTEs for volunteer hours	N/A	52,441	N/A
Identified special education collaborations	20%	62%	210%
Identified pre-school collaborations	5%	37%	640%
Identified district level partnership coordinators	34%	10%	18%
Coordinators working for pay	N/A	15%	N/A
Coordinators working full-time	N/A	12%	N/A
Average of full-time coordinators' salaries	N/A	42K	N/A
Range of full-time coordinators' salaries	N/A	15-85K	N/A

Table D1 (continued)
The Status of Partnerships: 1990 and 2000
Urban Districts

Status	*1990*	*2000*	*Growth = (2000-1990)/1990*
Of all US districts, those with partnerships	***79%***	***82%***	***4%***
Students in districts with partnerships	8,785,319	11,181,886	27%
Of only those districts with partnerships...			
Average sponsored dollars per student	N/A	$91.90	N/A
Total goods and services	$200,054,318	$1,027,615,325	414%
Average volunteers per student	N/A	0.147	N/A
Total volunteers	730,797	1,643,737	125%
Average volunteer hours per student	N/A	4.56	N/A
Total volunteer hours	N/A	50,989,400	N/A
FTEs for volunteer hours	N/A	24,514	N/A
Identified special education collaborations	N/A	43%	N/A
Identified pre-school collaborations	N/A	43%	N/A
Identified district level partnership coordinators	70%	57%	-19%
Coordinators working for pay	N/A	43%	N/A
Coordinators working full-time	N/A	52%	N/A
Range of full-time coordinators' salaries	N/A	17-75K	N/A

Table D1
The Status of Partnerships: 1990 and 2000
Suburban Districts

Students in districts with partnerships	*1990*	*2000*	*Growth = (2000-1990)/1990*
Of all US districts, those with partnerships	***58%***	***74%***	***28%***
Students in districts with partnerships	14,773,981	18,733,604	27%
Of only those districts with partnerships...			
Average sponsored dollars per student	N/A	$63.66	N/A
Total goods and services	$505,119,790	$1,192,581,202	136%
Average volunteers per student	N/A	0.081	N/A
Total volunteers	1,522,379	1,517,422	0%
Average volunteer hours per student	N/A	2.52	N/A
Total volunteer hours	N/A	47,208,681	N/A
FTEs for volunteer hours	N/A	22,696	N/A
Identified special education collaborations	N/A	71%	N/A
Identified pre-school collaborations	N/A	35%	N/A
Identified district level partnership coordinators	34%	44%	29%
Coordinators working for pay	N/A	57%	N/A
Coordinators working full-time	N/A	50%	N/A
Range of full-time coordinators' salaries	N/A	15-60K	N/A

Table D1 (continued)
The Status of Partnerships: 1990 and 2000
Rural Districts

Status	*1990*	*2000*	*Growth = (2000-1990)/1990*
Of all US districts, those with partnerships	***45%***	***61%***	***36%***
Students in districts with partnerships	6,149,677	5,131,561	-17%
Of only those districts with partnerships...			
Average sponsored dollars per student	N/A	$38.35	N/A
Total goods and services	$219,340,076	$196,795,382	-10%
Average volunteers per student	N/A	0.056	N/A
Total volunteers	345,159	287,367	-17%
Average volunteer hours per student	N/A	2.12	N/A
Total volunteer hours	N/A	10,878,910	N/A
FTEs for volunteer hours	N/A	5,230	N/A
Identified special education collaborations	N/A	61%	N/A
Identified pre-school collaborations	N/A	37%	N/A
Identified district level partnership coordinators	30%	30%	0%
Coordinators working for pay	N/A	28%	N/A
Coordinators working full-time	N/A	23%	N/A
Range of full-time coordinators' salaries	N/A	26-85K	N/A

Table D2
The Sponsors of Partnerships: 1990 and 2000
All Districts

Partners/Sponsors	*1990**	*2000**	*Growth = (2000-1990)/1990*
Large corporations (500 employees)	29%	42%	45%
Medium corporations (50 - 499 employees)	34%	61%	79%
Small corporations (less than 50 employees)	41%	76%	85%
Business associations (Chamber of Commerce, etc.)	23%	59%	157%
Professional organizations	12%	42%	250%
Public/private charter schools	7%	12%	71%
Government agencies	14%	55%	293%
Health care organizations	16%	57%	256%
Foundations	10%	39%	290%
Museums or other cultural organizations	5%	28%	460%
Armed services	7%	24%	243%
Civic/community organizations or non-profits	38%	63%	66%
Universities or 4-year colleges	17%	45%	165%
Community or 2-year colleges	6%	47%	683%
Religious organizations	5%	29%	480%
Parent organizations	74%	76%	3%
Retiree organizations	23%	31%	35%
Labor organizations	3%	14%	367%
Public service agencies (utility, transportation, etc.)	9%	33%	267%
Media/publishing groups	10%	30%	200%
International organizations	N/A	10%	N/A
Teachers' unions	N/A	31%	N/A

**Of all districts with partnerships, how many work with these sponsors?*

Table D2 (continued)
The Sponsors of Partnerships: 1990 and 2000
Urban Districts

Partners/Sponsors	*1990**	*2000**	*Growth = (2000-1990)/1990*
Large corporations (500 employees)	71%	74%	4%
Medium corporations (50 - 499 employees)	74%	83%	12%
Small corporations (less than 50 employees)	76%	83%	9%
Business associations (Chamber of Commerce, etc.)	56%	74%	32%
Professional organizations	47%	71%	51%
Public/private charter schools	20%	17%	-15%
Government agencies	40%	71%	78%
Health care organizations	44%	86%	95%
Foundations	32%	49%	53%
Museums or other cultural organizations	28%	60%	114%
Armed services	25%	40%	60%
Civic/community organizations or non-profits	63%	80%	27%
Universities or 4-year colleges	59%	83%	41%
Community or 2-year colleges	33%	57%	73%
Religious organizations	17%	49%	188%
Parent organizations	62%	80%	29%
Retiree organizations	30%	49%	63%
Labor organizations	16%	29%	81%
Public service agencies (utility, transportation, etc.)	37%	51%	38%
Media/publishing groups	38%	57%	50%
International organizations	N/A	14%	N/A
Teachers' unions	N/A	43%	N/A

**Of all districts with partnerships, how many work with these sponsors?*

Table D2 (continued)
The Sponsors of Partnerships: 1990 and 2000
Suburban Districts

Partners/Sponsors	*1990**	*2000**	*Growth = (2000-1990)/1990*
Large corporations (500 employees)	34%	52%	53%
Medium corporations (50 - 499 employees)	42%	71%	69%
Small corporations (less than 50 employees)	43%	83%	93%
Business associations (Chamber of Commerce, etc.)	26%	72%	177%
Professional organizations	13%	48%	269%
Public/private charter schools	9%	13%	44%
Government agencies	18%	55%	206%
Health care organizations	20%	60%	200%
Foundations	12%	49%	308%
Museums or other cultural organizations	5%	27%	440%
Armed services	8%	28%	250%
Civic/community organizations or non-profits	38%	65%	71%
Universities or 4-year colleges	20%	52%	160%
Community or 2-year colleges	3%	56%	1767%
Religious organizations	5%	33%	560%
Parent organizations	71%	81%	14%
Retiree organizations	21%	32%	52%
Labor organizations	4%	15%	27%
Public service agencies (utility, transportation, etc.)	8%	36%	350%
Media/publishing groups	12%	31%	158%
International organizations	N/A	15%	N/A
Teachers' unions	N/A	37%	N/A

**Of all districts with partnerships, how many work with these sponsors?*

Table D2 (continued)
The Sponsors of Partnerships: 1990 and 2000
Rural Districts

Partners/Sponsors	*1990**	*2000**	*Growth = (2000-1990)/1990*
Large corporations (500 employees)	19%	23%	21%
Medium corporations (50 - 499 employees)	23%	44%	91%
Small corporations (less than 50 employees)	35%	66%	89%
Business associations (Chamber of Commerce, etc.)	16%	42%	163%
Professional organizations	7%	27%	286%
Public/private charter schools	5%	8%	60%
Government agencies	9%	49%	444%
Health care organizations	10%	46%	360%
Foundations	5%	27%	440%
Museums or other cultural organizations	3%	19%	533%
Armed services	3%	15%	400%
Civic/community organizations or non-profits	35%	55%	57%
Universities or 4-year colleges	10%	26%	160%
Community or 2-year colleges	6%	34%	467%
Religious organizations	3%	18%	500%
Parent organizations	74%	70%	-5%
Retiree organizations	23%	24%	4%
Labor organizations	0%	9%	N/A
Public service agencies (utility, transportation, etc.)	5%	23%	360%
Media/publishing groups	6%	22%	267%
International organizations	N/A	3%	N/A
Teachers' unions	N/A	22%	N/A

**Of all districts with partnerships, how many work with these sponsors?*

Table D3
The Focus of Partnerships: 1990 and 2000
All Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	A. Direct Student Support Objectives			
1	Improve achievement	65%	81%	25%
2	Improve grades	51%	75%	47%
3	Improve student motivation	47%	88%	87%
4	Improve behavior, attitudes, or self-esteem	58%	85%	47%
5	Enhance parenting skills or family involvement	31%	72%	132%
6	Increase citizenship skills or community involvement	25%	78%	212%
7	Increase social services support	11%	58%	427%
8	Improve career awareness	37%	82%	122%
9	Improve school to work/vocational readiness	31%	81%	161%
10	Boost participation in post-secondary-vocational training	20%	57%	185%
11	Increase college awareness	N/A	62%	N/A
12	Boost college attendance	16%	48%	200%
13	Increase human or financial resources	58%	65%	12%
	B. Curriculum and Instruction Objectives			
14	Improve learning environment	61%	80%	31%
15	Enrich school curriculum	N/A	86%	N/A
16	Strengthen basic skills	56%	75%	34%
17	Strengthen technology/computer skills	48%	74%	54%
18	Strengthen math/science skills	48%	72%	50%
19	Strengthen arts/humanities/social sciences	46%	68%	48%
20	Strengthen health/fitness/safety	42%	60%	43%
21	Strengthen reading/language arts	54%	72%	33%
22	Strengthen English fluency/ESL	10%	48%	380%
23	Strengthen foreign language	N/A	40%	N/A
	C. Professional Development Objectives			
24	Improve staff development	9%	62%	589%
25	Enhance supervision of instruction	5%	40%	700%
26	Enhance delivery of instruction	6%	59%	883%
27	Increase professional skills (recertification)	7%	44%	529%
28	Improve leadership skills	N/A	58%	N/A
29	Improve management skills	N/A	45%	N/A
30	Work with school boards	N/A	43%	N/A
31	Work with superintendents	N/A	47%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
All Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	D. Objectives Meeting District-Wide Initiatives			
32	Meet state standards	N/A	64%	N/A
33	Improve school-based management	12%	46%	283%
34	Increase attendance	18%	61%	239%
35	Improve test scores	24%	69%	188%
36	Prevent dropout	30%	72%	140%
37	Prevent substance abuse	30%	72%	140%
38	Prevent violence	N/A	66%	N/A
39	Reduce vandalism/theft	6%	54%	800%
40	Reduce suspensions or expulsions	12%	58%	383%
41	Enhance health care evaluation/services	N/A	54%	N/A
42	Improve health, nutrition and safety habits	19%	58%	205%
43	Increase community awareness/service learning	25%	70%	180%
44	Enhance family/community literacy	N/A	59%	N/A
45	Promote school readiness	N/A	55%	N/A
46	Eliminate minority achievement gap	N/A	42%	N/A
47	Eliminate digital divide	N/A	32%	N/A
48	Increase multicultural awareness	N/A	49%	N/A
	E. Education Reform Objectives			
49	Promote systemic change	N/A	49%	N/A
50	Restructure curriculum	N/A	46%	N/A
51	Restructure instruction	N/A	43%	N/A
52	Develop assessment/accountability programs	N/A	44%	N/A
53	Develop new communication systems	N/A	46%	N/A
54	Promote safe learning environments	N/A	64%	N/A
55	Increase technology use and resources	N/A	67%	N/A
	F. Activities, Especially for Student Support			
56	Mentoring	24%	75%	213%
57	Tutoring	41%	71%	73%
58	Scholarships	27%	70%	159%
59	Special awards programs or contests	30%	70%	133%
60	Business and industry visitations	40%	76%	90%
61	Internships/work study/work-based learning	33%	66%	100%
62	Career day programs, job fairs, or job shadowing	39%	76%	95%
63	Counseling or special support services	20%	50%	150%
64	Community/ volunteering/ service learning	22%	70%	218%
65	After school/out of school programs	N/A	52%	N/A
66	Child care	N/A	34%	N/A
67	Printing/mailing donations	10%	32%	220%
68	Equipment donations	36%	67%	86%
69	Materials donations	31%	62%	100%
70	Transportation donations	9%	32%	256%
71	Monetary donations	N/A	71%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
All Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	G. Activities, Especially for Curriculum and Instruction			
72	Guest speakers/lecturers/demonstrations	48%	80%	67%
73	Special events or assemblies	54%	71%	31%
74	Awards or incentives programs	30%	65%	117%
75	Tours and field trips	58%	77%	33%
76	Speakers' bureaus	19%	46%	142%
77	Specialized contests	14%	45%	221%
78	College courses	8%	40%	400%
79	Specialized classes outside colleges	N/A	30%	N/A
80	Development of new standards	N/A	31%	N/A
81	On-line mentoring/tutoring	N/A	27%	N/A
82	On-line or off-line resource centers or banks	7%	25%	257%
83	Research studies	5%	31%	520%
84	Curriculum or material designs	14%	36%	157%
	H. Activities, Especially for Professional Development			
85	Staff awards/incentive programs	10%	47%	370%
86	Staff recognition	9%	58%	544%
87	Continuing education/college courses	4%	46%	1050%
88	Fellowships/internships/summer programs	3%	47%	1467%
89	Grants for staff and administrators	7%	52%	643%
90	Consultation services	8%	34%	325%
91	Supervision	8%	26%	225%
92	Executive-on-loan program	2%	15%	650%
93	Team teaching	3%	32%	967%
94	Leadership/management training	5%	35%	600%
95	Technology/communication training	N/A	48%	N/A
96	Workshops/conferences	5%	50%	900%
97	Research studies	13%	28%	115%
98	Coordination/allocation of resources	5%	34%	580%

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
All Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	I. Activities, Especially for District-Wide Initiatives			
99	Partnership development	34%	51%	50%
100	School improvement plans	N/A	57%	N/A
101	School pride initiatives	19%	50%	163%
102	Intergenerational programs	16%	40%	150%
103	Human services to students and families	N/A	43%	N/A
104	Alternative scheduling of instructional times and places	N/A	29%	N/A
105	Career academies	N/A	28%	N/A
106	Alternative schools or schools within schools	N/A	39%	N/A
107	Alternatives to violent behavior in the community	N/A	28%	N/A
108	Charter schools	N/A	15%	N/A
109	Programs enhancing educational relevance	N/A	35%	N/A
110	Community involvement in school goals	N/A	58%	N/A
111	Development of in-kind, material, or financial resources	58%	46%	-21%
	J. Activities, Especially for Education Reform			
112	Community outreach	N/A	47%	N/A
113	Community-wide coalitions	N/A	42%	N/A
114	Collaboration in decision-making processes	N/A	47%	N/A
115	Resource development	N/A	38%	N/A
116	Resource reallocation	N/A	29%	N/A
117	Alternative scheduling	N/A	29%	N/A
118	Before and after/in and out-of-school programs	N/A	46%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3
The Focus of Partnerships: 1990 and 2000
Urban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	A. Direct Student Support Objectives			
1	Improve achievement	74%	86%	16%
2	Improve grades	64%	83%	30%
3	Improve student motivation	68%	94%	38%
4	Improve behavior, attitudes, or self-esteem	70%	86%	23%
5	Enhance parenting skills or family involvement	40%	80%	100%
6	Increase citizenship skills or community involvement	52%	91%	75%
7	Increase social services support	29%	71%	145%
8	Improve career awareness	72%	91%	26%
9	Improve school to work/vocational readiness	63%	83%	32%
10	Boost participation in post-secondary-vocational training	43%	69%	60%
11	Increase college awareness	N/A	69%	N/A
12	Boost college attendance	N/A	57%	N/A
13	Increase human or financial resources	59%	80%	36%
	B. Curriculum and Instruction Objectives			
14	Improve learning environment	64%	89%	39%
15	Enrich school curriculum	N/A	89%	N/A
16	Strengthen basic skills	70%	86%	23%
17	Strengthen technology/computer skills	62%	86%	39%
18	Strengthen math/science skills	62%	83%	34%
19	Strengthen arts/humanities/social sciences	55%	77%	40%
20	Strengthen health/fitness/safety	56%	69%	23%
21	Strengthen reading/language arts	62%	89%	44%
22	Strengthen English fluency/ESL	36%	69%	92%
23	Strengthen foreign language	N/A	51%	N/A
	C. Professional Development Objectives			
24	Improve staff development	24%	66%	175%
25	Enhance supervision of instruction	N/A	46%	N/A
26	Enhance delivery of instruction	21%	69%	229%
27	Increase professional skills (recertification)	19%	51%	168%
28	Improve leadership skills	N/A	66%	N/A
29	Improve management skills	N/A	57%	N/A
30	Work with school boards	N/A	49%	N/A
31	Work with superintendents	N/A	54%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Urban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	D. Objectives Meeting District-Wide Initiatives			
32	Meet state standards	N/A	74%	N/A
33	Improve school-based management	25%	57%	128%
34	Increase attendance	56%	74%	32%
35	Improve test scores	41%	86%	110%
36	Prevent dropout	63%	83%	32%
37	Prevent substance abuse	60%	83%	38%
38	Prevent violence	N/A	71%	N/A
39	Reduce vandalism/theft	20%	66%	230%
40	Reduce suspensions or expulsions	35%	77%	120%
41	Enhance health care evaluation/services	N/A	71%	N/A
42	Improve health, nutrition and safety habits	49%	77%	57%
43	Increase community awareness/service learning	52%	77%	48%
44	Enhance family/community literacy	N/A	86%	N/A
45	Promote school readiness	N/A	71%	N/A
46	Eliminate minority achievement gap	N/A	71%	N/A
47	Eliminate digital divide	N/A	49%	N/A
	E. Education Reform Objectives			
49	Promote systemic change	N/A	63%	N/A
50	Restructure curriculum	N/A	54%	N/A
51	Restructure instruction	N/A	54%	N/A
52	Develop assessment/accountability programs	N/A	51%	N/A
53	Develop new communication systems	N/A	63%	N/A
54	Promote safe learning environments	N/A	77%	N/A
55	Increase technology use and resources	N/A	80%	N/A
	F. Activities, Especially for Student Support			
56	Mentoring	56%	97%	73%
57	Tutoring	60%	91%	52%
58	Scholarships	58%	66%	14%
59	Special awards programs or contests	60%	80%	33%
60	Business and industry visitations	73%	89%	22%
61	Internships/work study/work-based learning	63%	77%	22%
62	Career day programs, job fairs, or job shadowing	72%	89%	24%
63	Counseling or special support services	41%	66%	61%
64	Community/volunteering/service learning	35%	86%	146%
65	After school/out of school programs	N/A	71%	N/A
66	Child care	N/A	46%	N/A
67	Printing/mailing donations	29%	60%	107%
68	Equipment donations	62%	77%	24%
69	Materials donations	60%	77%	28%
70	Transportation donations	27%	60%	122%
71	Monetary donations	N/A	86%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Urban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	G. Activities, Especially for Curriculum and Instruction			
72	Guest speakers/lecturers/demonstrations	79%	83%	5%
73	Special events or assemblies	68%	77%	13%
74	Awards or incentives programs	63%	80%	27%
75	Tours and field trips	71%	83%	17%
76	Speakers' bureaus	49%	60%	22%
77	Specialized contests	37%	63%	70%
78	College courses	27%	40%	48%
79	Specialized classes outside colleges	N/A	34%	N/A
80	Development of new standards	N/A	37%	N/A
81	On-line mentoring/tutoring	N/A	37%	N/A
82	On-line or off-line resource centers or banks	18%	31%	72%
83	Research studies	11%	37%	236%
84	Curriculum or material designs	29%	43%	48%
	H. Activities, Especially for Professional Development			
85	Staff awards/incentive programs	31%	60%	94%
86	Staff recognition	31%	69%	123%
87	Continuing education/college courses	10%	54%	440%
88	Fellowships/internships/summer programs	15%	54%	260%
89	Grants for staff and administrators	21%	63%	200%
90	Consultation services	16%	49%	206%
91	Supervision	12%	40%	233%
92	Executive-on-loan program	5%	31%	520%
93	Team teaching	13%	46%	254%
94	Leadership/management training	16%	43%	169%
95	Technology/communication training	N/A	57%	N/A
96	Workshops/conferences	19%	60%	216%
97	Research studies	5%	43%	760%
98	Coordination/allocation of resources	20%	43%	115%

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Urban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	I. Activities, Especially for District-Wide Initiatives			
99	Partnership development	N/A	69%	N/A
100	School improvement plans	N/A	71%	N/A
101	School pride initiatives	41%	66%	61%
102	Intergenerational programs	22%	51%	132%
103	Human services to students and families	N/A	57%	N/A
104	Alternative scheduling of instructional times and places	N/A	37%	N/A
105	Career academies	N/A	49%	N/A
106	Alternative schools or schools within schools	N/A	51%	N/A
107	Alternatives to violent behavior in the community	N/A	43%	N/A
108	Charter schools	N/A	26%	N/A
109	Programs enhancing educational relevance	N/A	43%	N/A
110	Community involvement in school goals	N/A	66%	N/A
111	Development of in-kind, material, or financial resources	59%	60%	2%
	J. Activities, Especially for Education Reform			
112	Community outreach	N/A	69%	N/A
113	Community-wide coalitions	N/A	63%	N/A
114	Collaboration in decision-making processes	N/A	60%	N/A
115	Resource development	N/A	54%	N/A
116	Resource reallocation	N/A	46%	N/A
117	Alternative scheduling	N/A	46%	N/A
118	Before and after/in and out-of-school programs	N/A	63%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3
The Focus of Partnerships: 1990 and 2000
Suburban Districts

2000 Item #	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	A. Direct Student Support Objectives			
1	Improve achievement	62%	84%	35%
2	Improve grades	50%	75%	50%
3	Improve student motivation	46%	87%	89%
4	Improve behavior, attitudes, or self-esteem	55%	85%	55%
5	Enhance parenting skills or family involvement	32%	71%	122%
6	Increase citizenship skills or community involvement	26%	76%	192%
7	Increase social services support	12%	60%	400%
8	Improve career awareness	42%	84%	100%
9	Improve school to work/vocational readiness	63%	85%	35%
10	Boost participation in post-secondary-vocational training	26%	59%	127%
11	Increase college awareness	N/A	64%	N/A
12	Boost college attendance	N/A	49%	N/A
13	Increase human or financial resources	55%	71%	29%
	B. Curriculum and Instruction Objectives			
14	Improve learning environment	57%	80%	40%
15	Enrich school curriculum	N/A	89%	N/A
16	Strengthen basic skills	54%	76%	41%
17	Strengthen technology/computer skills	50%	76%	52%
18	Strengthen math/science skills	50%	80%	60%
19	Strengthen arts/humanities/social sciences	45%	72%	60%
20	Strengthen health/fitness/safety	43%	60%	40%
21	Strengthen reading/language arts	52%	75%	44%
22	Strengthen English fluency/ESL	13%	52%	300%
23	Strengthen foreign language	N/A	44%	N/A
	C. Professional Development Objectives			
24	Improve staff development	10%	63%	530%
25	Enhance supervision of instruction	N/A	36%	N/A
26	Enhance delivery of instruction	6%	56%	833%
27	Increase professional skills (recertification)	8%	43%	438%
28	Improve leadership skills	N/A	59%	N/A
29	Improve management skills	N/A	44%	N/A
30	Work with school boards	N/A	41%	N/A
31	Work with superintendents	N/A	49%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Suburban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	D. Objectives Meeting District-Wide Initiatives			
32	Meet state standards	N/A	65%	N/A
33	Improve school-based management	16%	47%	194%
34	Increase attendance	7%	65%	829%
35	Improve test scores	36%	69%	92%
36	Prevent dropout	34%	73%	115%
37	Prevent substance abuse	25%	75%	200%
38	Prevent violence	N/A	69%	N/A
39	Reduce vandalism/theft	6%	57%	850%
40	Reduce suspensions or expulsions	12%	60%	400%
41	Enhance health care evaluation/services	N/A	56%	N/A
42	Improve health, nutrition and safety habits	20%	57%	185%
43	Increase community awareness/service learning	26%	69%	165%
44	Enhance family/community literacy	N/A	60%	N/A
45	Promote school readiness	N/A	52%	N/A
46	Eliminate minority achievement gap	N/A	41%	N/A
47	Eliminate digital divide	N/A	31%	N/A
48	Increase multicultural awareness	N/A	52%	N/A
	E. Education Reform Objectives			
49	Promote systemic change	N/A	49%	N/A
50	Restructure curriculum	N/A	47%	N/A
51	Restructure instruction	N/A	43%	N/A
52	Develop assessment/accountability programs	N/A	41%	N/A
53	Develop new communication systems	N/A	43%	N/A
54	Promote safe learning environments	N/A	61%	N/A
55	Increase technology use and resources	N/A	71%	N/A
	F. Activities, Especially for Student Support			
56	Mentoring	24%	77%	221%
57	Tutoring	42%	73%	74%
58	Scholarships	32%	73%	128%
59	Special awards programs or contests	33%	75%	127%
60	Business and industry visitations	46%	81%	76%
61	Internships/work study/work-based learning	39%	68%	74%
62	Career day programs, job fairs, or job shadowing	45%	79%	76%
63	Counseling or special support services	25%	51%	104%
64	Community/volunteering/service learning	25%	71%	184%
65	After school/out of school programs	N/A	55%	N/A
66	Child care	N/A	39%	N/A
67	Printing/mailing donations	13%	32%	146%
68	Equipment donations	39%	69%	77%
69	Materials donations	36%	64%	78%
70	Transportation donations	10%	28%	180%
71	Monetary donations	N/A	76%	NA

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Suburban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	G. Activities, Especially for Curriculum and Instruction			
72	Guest speakers/lecturers/demonstrations	52%	85%	63%
73	Special events or assemblies	53%	79%	49%
74	Awards or incentives programs	61%	69%	13%
75	Tours and field trips	61%	81%	33%
76	Speakers' bureaus	21%	55%	162%
77	Specialized contests	17%	44%	159%
78	College courses	10%	45%	350%
79	Specialized classes outside colleges	N/A	32%	N/A
80	Development of new standards	N/A	31%	N/A
81	On-line mentoring/tutoring	N/A	28%	N/A
82	On-line or off-line resource centers or banks	8%	28%	250%
83	Research studies	6%	33%	450%
84	Curriculum or material designs	18%	35%	94%
	H. Activities, Especially for Professional Development			
85	Staff awards/incentive programs	10%	45%	350%
86	Staff recognition	9%	63%	600%
87	Continuing education/college courses	5%	48%	860%
88	Fellowships/internships/summer programs	3%	56%	1767%
89	Grants for staff and administrators	7%	57%	714%
90	Consultation services	9%	37%	311%
91	Supervision	9%	24%	167%
92	Executive-on-loan program	3%	12%	300%
93	Team teaching	3%	31%	933%
94	Leadership/management training	4%	35%	775%
95	Technology/communication training	N/A	48%	N/A
96	Workshops/conferences	4%	53%	1225%
97	Research studies	29%	32%	10%
98	Coordination/allocation of resources	6%	33%	450%

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Suburban Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	I. Activities, Especially for District-Wide Initiatives			
99	Partnership development	N/A	55%	N/A
100	School improvement plans	N/A	56%	N/A
101	School pride initiatives	20%	51%	155%
102	Intergenerational programs	16%	41%	156%
103	Human services to students and families	N/A	43%	N/A
104	Alternative scheduling of instructional times and places	N/A	31%	N/A
105	Career academies	N/A	27%	N/A
106	Alternative schools or schools within schools	N/A	39%	N/A
107	Alternatives to violent behavior in the community	N/A	25%	N/A
108	Charter schools	N/A	15%	N/A
109	Programs enhancing educational relevance	N/A	36%	N/A
110	Community involvement in school goals	N/A	61%	N/A
111	Development of in-kind, material, or financial resources	34%	51%	50%
	J. Activities, Especially for Education Reform			
112	Community outreach	N/A	47%	N/A
113	Community-wide coalitions	N/A	45%	N/A
114	Collaboration in decision-making processes	N/A	52%	N/A
115	Resource development	N/A	37%	N/A
116	Resource reallocation	N/A	28%	N/A
117	Alternative scheduling	N/A	27%	N/A
118	Before and after/in and out-of-school programs	N/A	51%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3
The Focus of Partnerships: 1990 and 2000
Rural Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	A. Direct Student Support Objectives			
1	Improve achievement	67%	76%	13%
2	Improve grades	49%	73%	49%
3	Improve student motivation	45%	86%	91%
4	Improve behavior, attitudes, or self-esteem	58%	84%	45%
5	Enhance parenting skills or family involvement	29%	70%	141%
6	Increase citizenship skills or community involvement	22%	76%	245%
7	Increase social services support	8%	53%	563%
8	Improve career awareness	28%	78%	179%
9	Improve school to work/vocational readiness	22%	77%	250%
10	Boost participation in post-secondary-vocational training	13%	52%	300%
11	Increase college awareness	N/A	59%	N/A
12	Boost college attendance	N/A	45%	N/A
13	Increase human or financial resources	60%	55%	-8%
	B. Curriculum and Instruction Objectives			
14	Improve learning environment	64%	77%	20%
15	Enrich school curriculum	N/A	83%	N/A
16	Strengthen basic skills	57%	70%	23%
17	Strengthen technology/computer skills	45%	67%	49%
18	Strengthen math/science skills	45%	61%	36%
19	Strengthen arts/humanities/social sciences	46%	61%	33%
20	Strengthen health/fitness/safety	39%	57%	46%
21	Strengthen reading/language arts	54%	64%	19%
22	Strengthen English fluency/ESL	5%	38%	660%
23	Strengthen foreign language	N/A	32%	N/A
	C. Professional Development Objectives			
24	Improve staff development	6%	61%	917%
25	Enhance supervision of instruction	N/A	42%	N/A
26	Enhance delivery of instruction	4%	59%	1375%
27	Increase professional skills (recertification)	4%	43%	975%
28	Improve leadership skills	N/A	54%	N/A
29	Improve management skills	N/A	43%	N/A
30	Work with school boards	N/A	43%	N/A
31	Work with superintendents	N/A	43%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Rural Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	D. Objectives Meeting District-Wide Initiatives			
32	Meet state standards	N/A	59%	N/A
33	Improve school-based management	7%	41%	486%
34	Increase attendance	21%	53%	152%
35	Improve test scores	13%	63%	385%
36	Prevent dropout	22%	66%	200%
37	Prevent substance abuse	29%	66%	128%
38	Prevent violence	N/A	61%	N/A
39	Reduce vandalism/theft	4%	47%	1075%
40	Reduce suspensions or expulsions	9%	49%	444%
41	Enhance health care evaluation/services	N/A	45%	N/A
42	Improve health, nutrition and safety habits	14%	52%	271%
43	Increase community awareness/service learning	22%	66%	200%
44	Enhance family/community literacy	N/A	50%	N/A
45	Promote school readiness	N/A	53%	N/A
46	Eliminate minority achievement gap	N/A	34%	N/A
47	Eliminate digital divide	N/A	27%	N/A
48	Increase multicultural awareness	N/A	39%	N/A
	E. Education Reform Objectives			
49	Promote systemic change	N/A	44%	N/A
50	Restructure curriculum	N/A	43%	N/A
51	Restructure instruction	N/A	40%	N/A
52	Develop assessment/accountability programs	N/A	45%	N/A
53	Develop new communication systems	N/A	43%	N/A
54	Promote safe learning environments	N/A	62%	N/A
55	Increase technology use and resources	N/A	59%	N/A
	F. Activities, Especially for Student Support			
56	Mentoring	23%	66%	187%
57	Tutoring	39%	63%	62%
58	Scholarships	20%	67%	235%
59	Special awards programs or contests	22%	60%	173%
60	Business and industry visitations	30%	66%	120%
61	Internships/work study/work-based learning	25%	61%	144%
62	Career day programs, job fairs, or job shadowing	30%	70%	133%
63	Counseling or special support services	13%	45%	246%
64	Community/volunteering/service learning	18%	65%	261%
65	After school/out of school programs	N/A	41%	N/A
66	Child care	N/A	26%	N/A
67	Printing/mailing donations	6%	22%	267%
68	Equipment donations	30%	59%	97%
69	Materials donations	23%	55%	139%
70	Transportation donations	6%	26%	333%
71	Monetary donations	N/A	63%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

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Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Rural Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	G. Activities, Especially for Curriculum and Instruction			
72	Guest speakers/lecturers/demonstrations	39%	73%	87%
73	Special events or assemblies	53%	61%	15%
74	Awards or incentives programs	24%	57%	138%
75	Tours and field trips	55%	71%	29%
76	Speakers' bureaus	13%	34%	162%
77	Specialized contests	8%	35%	338%
78	College courses	5%	37%	640%
79	Specialized classes outside colleges	N/A	27%	N/A
80	Development of new standards	N/A	28%	N/A
81	On-line mentoring/tutoring	N/A	22%	N/A
82	On-line or off-line resource centers or banks	5%	20%	300%
83	Research studies	4%	27%	575%
84	Curriculum or material designs	9%	34%	278%
	H. Activities, Especially for Professional Development			
85	Staff awards/incentive programs	9%	43%	378%
86	Staff recognition	6%	50%	733%
87	Continuing education/college courses	3%	41%	1267%
88	Fellowships/internships/summer programs	2%	36%	1700%
89	Grants for staff and administrators	6%	43%	617%
90	Consultation services	7%	27%	286%
91	Supervision	7%	24%	243%
92	Executive-on-loan program	1%	13%	1200%
93	Team teaching	1%	30%	2900%
94	Leadership/management training	3%	33%	1000%
95	Technology/communication training	N/A	45%	N/A
96	Workshops/conferences	4%	43%	975%
97	Research studies	1%	20%	1900%
98	Coordination/allocation of resources	3%	32%	967%

* Of all districts with partnerships, how many focus on this objective or activity?

Table D3 (continued)
The Focus of Partnerships: 1990 and 2000
Rural Districts

2000 Item#	Focus	1990*	2000*	Growth = (2000-1990)/ 1990
	I. Activities, Especially for District-Wide Initiatives			
99	Partnership development	N/A	42%	N/A
100	School improvement plans	N/A	51%	N/A
101	School pride initiatives	16%	44%	175%
102	Intergenerational programs	15%	34%	127%
103	Human services to students and families	N/A	39%	N/A
104	Alternative scheduling of instructional times and places	N/A	24%	N/A
105	Career academies	N/A	23%	N/A
106	Alternative schools or schools within schools	N/A	36%	N/A
107	Alternatives to violent behavior in the community	N/A	26%	N/A
108	Charter schools	N/A	12%	N/A
109	Programs enhancing educational relevance	N/A	31%	N/A
110	Community involvement in school goals	N/A	51%	N/A
111	Development of in-kind, material, or financial resources	28%	36%	29%
	J. Activities, Especially for Education Reform			
112	Community outreach	N/A	41%	N/A
113	Community-wide coalitions	N/A	32%	N/A
114	Collaboration in decision-making processes	N/A	39%	N/A
115	Resource development	N/A	34%	N/A
116	Resource reallocation	N/A	24%	N/A
117	Alternative scheduling	N/A	25%	N/A
118	Before and after/in and out-of-school programs	N/A	37%	N/A

* Of all districts with partnerships, how many focus on this objective or activity?

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